

DOCUMENT RESUME

ED 247 965

JC 840 467

AUTHOR Rookstool, Carol
TITLE Sex Equity in Education Know-How (Project S.E.E.K.):
A Model Project to Reduce Sex Barriers in Vocational
Education. Final Report.
INSTITUTION Los Angeles Community Coll. District, Calif.; Pierce
Coll., Woodland Hills, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jul 80
CONTRACT NG-19-63741-3-9-654
NOTE 263p.
PUB TYPE Reports - Descriptive (141) -- Guides - Non-Classroom
Use (055)

EDRS PRICE MF01/PC11 Plus Postage.
DESCRIPTORS *Affirmative Action; Community Colleges; Job
Placement; Models; *Nontraditional Occupations;
Program Descriptions; School Holding Power; *Sex
Fairness; Student Personnel Services; *Student
Recruitment; Two Year Colleges; *Vocational
Education

ABSTRACT

This descriptive report focuses on Project SEEK (Sex Equity Education Know-How), a 1-year program undertaken at Los Angeles Pierce College to address sex inequities and stereotyping in vocational education. The first section identifies the project's goals; i.e., to increase the number of students, who are non-traditional for their sex, in six occupational courses in which the sex distribution is imbalanced; and to develop a model for sex equity in vocational programs that could be used by other colleges. After describing the organization and staff of the project, this section reviews the project's activities, which focused on initial development, the identification of nontraditional students, the selection of target classes, public awareness efforts, staff development and involvement, contact with business and industry, and the encouragement of nontraditional students. The next section discusses the project's accomplishments; reviews and responds to myths about nontraditional students; and discusses strategies related to recruitment, retention, and placement. In addition, this section proposes a model for gender affirmative action for use by other institutions. The final section offers recommendations, summarizing the most important components of the Pierce College program with respect to scope, leadership, student surveys, employer participation, and advisory committees. Extensive appendices provide materials developed as part of the project. (LAL)

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SEEK

FINAL REPORT

Sex Equity Education Know-how

SEX EQUITY IN EDUCATION KNOW-HOW (Project S.E.E.K.)

A MODEL PROJECT TO REDUCE SEX BARRIERS IN VOCATIONAL EDUCATION

by

Carol Rookstool

Project Director

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

LOS ANGELES PIERCE COLLEGE

July 1980

Los Angeles Pierce College - 6201 Winnetka Avenue - Woodland Hills, CA 91371

JC 840 467

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ACKNOWLEDGEMENTS

The success of this project would not have been possible without the assistance of more than 400 students, 150 educators, and 150 employers who have provided information and encouragement to improve educational opportunities for gender-free occupational preparation. Any benefit that results from this model will be a result of the dedication and teamwork exhibited by the project staff and the academic community of Los Angeles Pierce College. It is impossible to put into words an adequate appreciation of the hundreds of hours of hard work beyond the call of duty, because this project became a labor of love for many who participated.

It is hoped that the reader will find a "fit", a comfortable match, between personal experiences and some of the exciting recommendations offered by the participants of Project SEEK. Those who search for personal renewal, new challenges, and the intrinsic satisfaction of helping students pursue educational goals which match interests and abilities, rather than stereotyped expectations, are encouraged to use any portion of this product of a growth-producing and effective project.

This report contains three sections. Section I is a description of the goals and activities of the project year. Section II presents the results of the recruitment, retention and placement strategies with recommendations for adaptation by other community colleges. A suggested model for gender-affirmative action concludes the second section. Appendices, examples and exhibits are found in Section III.



INTRODUCTION

Awareness of the problem of sex equity in employment has grown in recent years as a result of affirmative action, equal rights, and the recognition that women today need and want to work, just as men need and want to work. "Poverty is not feminine," said a Project SEEK participant. "Come to think of it," she added, "it isn't masculine or human either! Everyone needs a good paying job, and this 'lady' is going to get one!"

Project SEEK (Sex Equity Education Know-how) addresses the problem of sex equity in employment opportunity which may arise from inequities or sex stereotyping in vocational education programs. The scope of concern includes educational programs and support services for students which can assist them to prepare for and enter an occupational field that may not be traditional for their sex.

Occupational choice is clearly linked to education and training. Advanced technology is accelerating the demand for training and retraining at the postsecondary level. California community colleges are seeing a dramatic increase in student interest and enrollment in occupational programs.

Susan Miller writes in Achieving Sex Equity at Community Colleges:

Vocational training programs are the link between schooling and employment. Because of that critical link, educators play an important part in helping students choose and train for occupational roles that are based on their interests, abilities, skills, networks, resources and values rather than based on limiting and often harmful sex stereotypes.

Overview of the College and Community

Through Project SEEK, Los Angeles Pierce College pioneered a one-year program to examine the dynamic process of gender-free occupational education. The college is located in the San Fernando Valley, 25 miles northwest of downtown Los Angeles, and the service area is rapidly changing from an agricultural environment to a dense residential area supported by light industry, commerce, and services. Area residents often commute to Los Angeles to work, are frequently professionals or technicians, are most often White, and are relatively affluent. Employment opportunities in the area or within commuting distance are extremely diverse, ranging from computer technology to forging of medieval armor.

Pierce College has the largest enrollment of the ten Los Angeles Community Colleges. Of the 25,500 students enrolled in the Fall of 1979, 59% were day students; 72% were enrolled part-time; 58% were women; and 82% were White. A 74% majority of the students work full- or part-time.

Fifty-eight vocational programs were offered to students, including agriculture, business, computer technology, engineering, architecture, electronics, health occupations, and automotive servicing. Occupational enrollment is 52% of total enrollment, and is increasing.

The College offers a full range of support services for students, including counseling and advising, career guidance and job placement, financial aids, child care, a WoMen's Center, and an Ethnic Cultural Center.

Project SEEK Goals and Objectives

Goal 1: Project SEEK will attempt to have an impact on Pierce College vocational enrollment by increasing the number of students, non-traditional for their sex, enrolling in six imbalanced occupational courses or programs.

Objectives to meet this goal were:

- a. Identify six courses or programs with enrollment of males or females imbalanced by a ratio of 2.8 or more;

- b. Select target classes in cooperation with department chairpersons and college administrators;
- c. Determine types of activities that would increase the enrollment, retention, and placement of non-traditional students;
- d. Implement and evaluate these activities.

Goal 2: Project SEEK will attempt to have an impact on sex equity in the vocational education programs of other community colleges by developing a model that can be adapted and utilized by other colleges.

Objectives to meet this goal were:

- a. To collect data on potential and actual Project SEEK participants, and analyze results;
- b. To evaluate Project SEEK activities;
- c. To make recommendations regarding activities that encourage sex equity in vocational education; based on the experience of the project;
- d. To provide examples of successful methods of recruiting, retaining, and placing non-traditional students.

Goal 1 a

The six imbalanced programs (Goal 1 a) were identified, using the Student Accountability Model (SAM) to locate D level enrollment (potential vocational majors) by sex in courses, other enrollment data which were provided by the Office of College Research, course descriptions from the Pierce College catalog, and interviews with college administrators. On the basis of these data and consultations, one or more classes from each of six vocational departments were selected. Courses were chosen which would best contribute to a broad sample typical of the types of programs offered by community colleges.

Goal 1 b

The procedure for selecting classes included interviews with chairpersons of the vocational departments which had been selected. The specific selections were thus modified to meet departmental conditions.

As a result of this consulting procedure, four programs were selected which were imbalanced for females, and two which were imbalanced for males.

Goal 1 c

The determination of types of activities focused on students interested in entering non-traditional occupational fields at three stages: entering, attending, and leaving students. Activities would be designed to augment College efforts in recruitment, entering enrollment, retention of students enrolling in non-traditional courses, and placement of these non-traditional students.

Goal 1 d

Needs assessment and evaluation of activities were also expected to help define support services needed by non-traditional entering, attending, and leaving students.

Publication and dissemination of the products of the project were expected to meet the objectives of goal 2.

Project Organization

The development of the project was initiated by the Dean of College Development and Institutional Research, Dr. Mary Lee, in August, 1978. A request was forwarded to Pierce in December, 1979, to develop and submit a proposal to "identify activities that will eliminate sex stereotyping and result in a more equitable male-female distribution" within vocational occupations. This proposal was funded for the 1979-80 academic year beginning July 1, 1979 and ending June 30, 1980.

Project Staff

The SEEK Director, Carol Rookstool, formed a project team consisting of a full-time clerk-typist, part-time consultants and faculty members, students and volunteers. Each team member focused on one of the three program components: (1) Recruitment; (2) Retention; (3) Placement. In

actual practice, there was significant overlapping and sharing of information and support.

Part-time staff included:

- . Supervision from Don Love, Assistant Dean for Vocational Education at Pierce College;
- . Liaison with Pierce College counseling and active support in the implementation of Project SEEK activities from Eileen Sheff, Pierce College counselor;
- . Data collection support from Donna Sillman, graduate student and part-time staff member of the UCLA-based Educational Research and Information Clearinghouse (ERIC) for community colleges;
- . Employer liaison, community colloquium planning and classroom awareness strategies from Larry Horn, Instructor of Sociology and Cooperative Education at Pierce College;
- . Program evaluation from Nancy Conrath, researcher in educational planning for the Los Angeles Community College District and independent program evaluation consultant;
- . Project implementation support from nine student employees who assumed a variety of tasks. One student, Christopher Charlton, participated as a part-time work-study student throughout the project.
- . Expertise on specific topics from presenters utilized for workshops, orientation sessions, in-service programs, and other activities from a variety of knowledgeable persons within the College and the community.

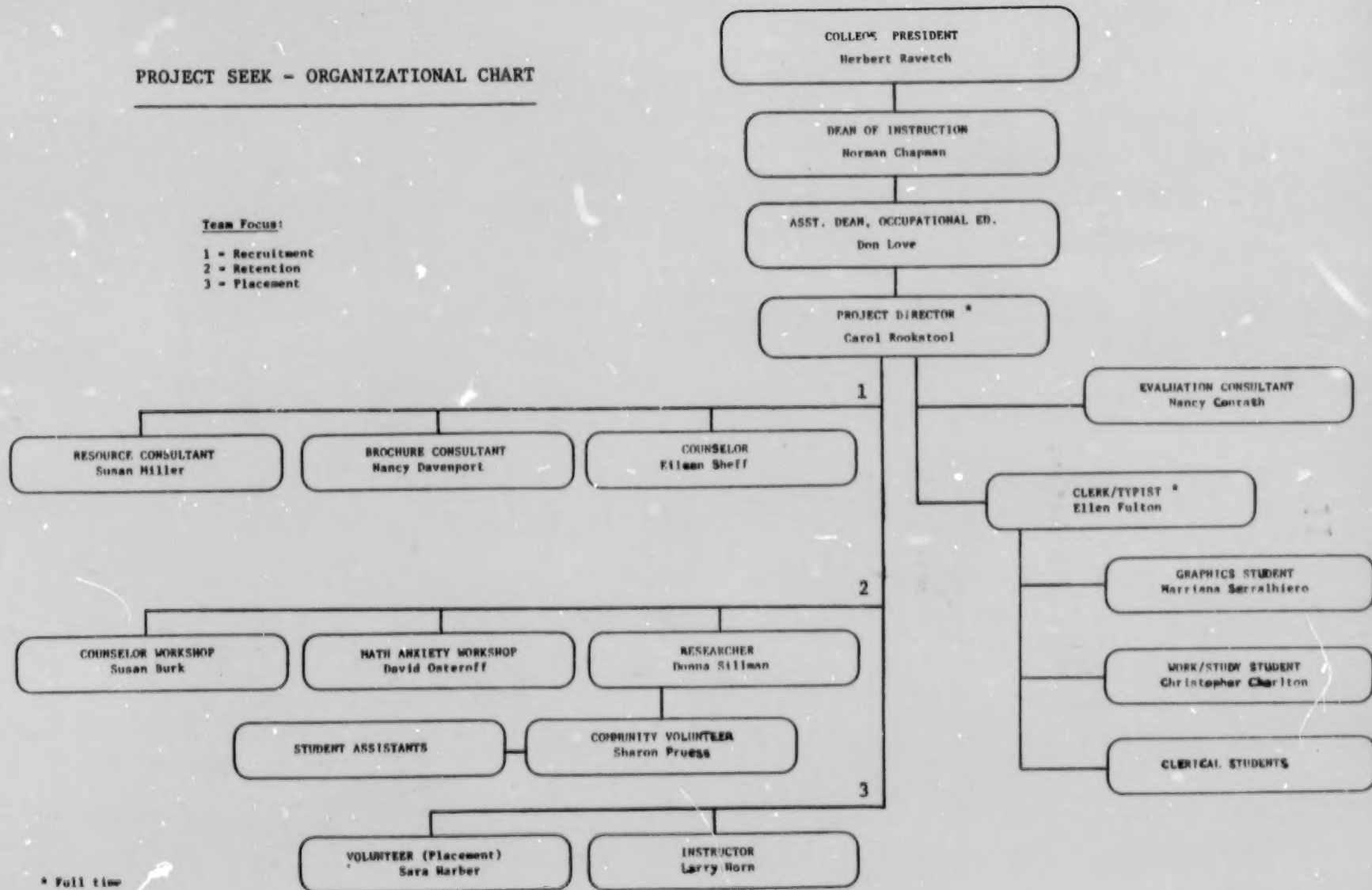
In addition, a number of volunteers from the community and staff members within the College and the District have assisted in the organization and implementation of the project. The names of these participants appear in Appendix 2 of this report.

VEA funds awarded for the project totaled \$65,999, the majority of which was used to support project staff. Other uses were for the production of informational materials, postage, data collection, and travel costs.

PROJECT SEEK - ORGANIZATIONAL CHART

Team Focus:

- 1 = Recruitment
- 2 = Retention
- 3 = Placement



* Full time



DESCRIPTION OF PROJECT SEEK ACTIVITIES

Phase I: Initial Development

Phase I activities were directed toward accumulating background materials; identifying program components; establishing contacts with key personnel, agencies, and employers; and selecting part-time staff. This phase required approximately six weeks and included the following specific activities:

1. Development of a "mini-library" of sex equity resource documents, and review of literature regarding current, related projects;
2. Contacts with the Employment Development Department (EDD) for information regarding local employment opportunity, and initial contacts with local employers;
3. Interviews with campus administrators to determine the selection of target classes;
4. Research on male/female enrollment ratios in occupational programs and classes offered at Pierce during the 1978-79 academic year;
5. Selection of part-time staff.

Interviews with campus administrators (participating Administrators are listed in Appendix 2) revolved around one or more of the basic questions being explored in the project: effective recruitment strategies, appropriate support services for non-traditional students, and placement of students in

non-traditional jobs. Emphasis among these topics varied in order to maximize the specific area of expertise each administrator could offer.

Patterns of response, however, led to the following decisions:

1. Project activities should involve a broad range of faculty and students;
2. All student services should be included as potentially useful to non-traditional students;
3. The project should identify services used or needed by non-traditional students;
4. Project activities should be exploratory in that a variety of approaches should be taken and evaluated.

Together, these decisions constituted a broad, comprehensive approach to increasing sex equity in the selection and completion of vocational education programs. This approach was considered particularly appropriate to this pilot project in meeting Goal 2: the development of a model which could be adapted or replicated in other institutions. The inclusive breadth of the approach, however, required an emphasis on data collection and evaluation to determine which services most benefit non-traditional students. At the same time, activities needed to be structured and coordinated to encourage continuity among staff and student participants.

Phase II: The Identification of Non-Traditional Students and Target Classes

Continuity and focus centered on the process of selecting imbalanced classes and the non-traditional students enrolled in them (see Appendix 6 for definition of terms). The project director interviewed seven occupational department chairpersons to select specific target classes. The Allied Health Department was subsequently excluded because students had already been admitted and no new students could be recruited for the project year.

While the specific criteria for the selection of target classes was the 1978-79 enrollment of fewer than 20% of one sex in an introductory class, the six class sequences chosen were also based on interviews with administrators and employers, and the recommendations of department chairpersons. The six departments and class sequences for improvement in gender balance during 1979-80 are listed in Table 1.

Of these classes or class sequences, four were imbalanced for women (agriculture, computer science, electronics, and industrial arts); and two were imbalanced for men (escrow and office administration). All were introductory courses except Escrow 4, which is the advanced part of a three-course sequence. Enrollment by sex in these classes is presented in Appendix 3.

A structured Telephone Interview survey was designed to solicit information from both potential and enrolled nontraditional students.

In order to identify appropriate populations and to establish effective project activities, a two-phase approach was adopted:

- (1) Develop a profile of students already enrolled in introductory nontraditional occupational classes that feed into more advanced courses, and
- (2) Identify people who are potential nontraditional students (enrolled in other programs, undeclared majors, interested in nontraditional courses/programs, etc.)

The purpose of this survey was to develop a student profile by identifying students'

- . characteristics,
- . career and educational plans,
- . employment experience,
- . interest in student services,
- . evaluation of target courses,
- . process for selection of nontraditional fields,
- . experience with sex discrimination at Pierce College.

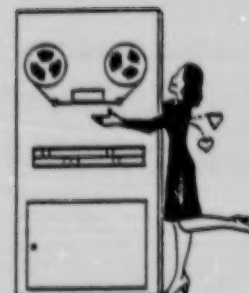
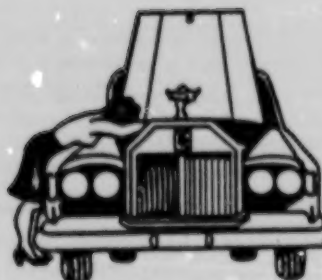


TABLE 1

TARGET CLASSES FOR IMPROVEMENT IN GENDER BALANCE
1979-1980
LOS ANGELES PIERCE COLLEGE

1. <u>Agriculture Department</u>	- - - -	Agricultural Engineering 1: Farm Mechanics
	- - - -	Agricultural Engineering 2: Farm Machinery
	- - - -	Agricultural Engineering 3: Farm Tractors
	- - - -	Agricultural Engineering 4: Surveying
2. <u>Computer Science Department</u>	- - -	Computer Science 52: Fundamental Computer Circuits
	- - -	Computer Science 60: Computer Mathematics I
3. <u>Electronics Department</u>	- - - -	Electronics 2: Introduction to Electronics
	- - - -	Electronics 4: Fundamentals of Electronics
4. <u>Business Administration Department</u>	-	Escrow 4: Advanced Escrow Practices
5. <u>Industrial Education Department</u>	- -	Industrial Arts 10: Introduction to Industrial Arts
6. <u>Office Administration Department</u>	-	Office Administration 35: Introduction to Word Processing
	-	Office Administration 39: Automated Typewriting
	-	Office Administration 70: Human Relations in the Office

The interview format was developed by project staff with assistance from the Director of Institutional Research. Five college students and one volunteer were trained to conduct interviews and to record data. Appendix 3 contains a summary report and the replicable survey instrument.

Phase III: Project Activities

Phase III of the project consisted of activities designed to increase public awareness of Project SEEK, to provide staff development, to develop support from business and industry, and to furnish support for students who have an interest in nontraditional classes and employment.

PUBLIC AWARENESS

Efforts to promote campus awareness began in the formative stage of the project, through interviews with administrators, faculty, and the Public Information Officer.

Project SEEK activities and services were publicized in a variety of ways. In the fall, information about the project and an invitation to visit the SEEK office were sent to the following:

1. A ten percent random sample of male and female students entering Pierce College with undeclared majors, in Spring 1979 (a total of 500 students);
2. All students in 27 sections of introductory mathematics (a total of 1,080 students);
3. All students declaring a nontraditional major in the identified programs who had registered at Pierce College during the previous academic year (a total of 191 students);
4. Fifty percent of the persons on the Women's Center mailing list (a total of 953).

These categories were selected because (1) students who were undecided about majors were considered potential users of services; (2) mathematics skills were identified as both essential to most vocational programs and less often acquired by women than by men, thus

constituting a barrier for women entering vocational fields nontraditional for their sex; (3) they were a potential source of information about non-traditional experiences, needed support services, and possible placement assistance; (4) Women's re-entry participants were considered to be potential nontraditional students because of their maturity.

A total of 2724 invitations were mailed in the Fall semester.

Articles about the project also appeared in local papers and in the student paper. A television news feature was shown on a local channel. Flyers were distributed on campus for each of the support activities, and announcements were placed on faculty and student weekly bulletins. Contact was made with public service directors of local radio stations and the Valley Views section of the Los Angeles Times. Examples of newspaper reports, flyers, and brochures are included in the Appendix Exhibits.

Experience with the project led to an emphasis on publicity among women students. Information about Project SEEK and the invitation to visit the project office were sent to the following, prior to the Spring term:

1. A ten percent random sample of female students entering Pierce College with undeclared majors in Fall 1979 (a total of 435 students);
2. All female students in 29 sections of introductory mathematics (297 students);
3. The first 50 male and first 50 female students registering for classes as first-time students in the Spring 1980 semester (100 students).

In addition, all students who had requested placement on the mailing list were sent calendar announcements of project activities. These numbered 231 students at the beginning of the Spring semester.

A total of 1063 announcements were mailed in Spring 1980.

To assist in the development of appropriate project activities and to encourage the participation of College personnel and community members,

two advisory groups were established: the Campus Steering Committee and the Community Advisory Committee. The Campus Steering Committee met three times during the year, and was primarily concerned with support services for nontraditional students. (Members of advisory committees are listed in Appendix 4.) The Community Advisory Committee met twice during the year, and helped plan a Colloquium, which was held during the Spring semester (the Colloquium report appears in Appendix 7).

STAFF DEVELOPMENT AND INVOLVEMENT

Data gathered by Verheyden-Hilliard (1979) and Nelken (1980) indicate that occupational educators and counselors continue to be trapped in their own stereotypes and biases. Staff development activities were planned in an effort to increase educator awareness of sex equity needs and to promote change.

In early November, 14 counselors participated in a two-hour Counselor Workshop, which was conducted by Susan Burk. The activity provided orientation information about the SEEK project, and included an assessment of counselors' perceptions of their role in providing academic and career counseling for nontraditional students. Selected materials from the Workshop will be found in Appendix 8.

Successful awareness strategies are discussed in Section III.

In preparation for staff development activities with faculty groups, the Project Director consulted with the President of the Academic Senate, the Chairperson of the Campus Recruitment Committees, and the Occupational Department Chairs. Time constraints and impending Office of Civil Rights (OCR) compliance plan requirements (March 21, 1979, Office of Civil Rights, Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap) led to the

decision to focus on recruitment of nontraditional students. Thirty occupational instructors attended a three and one-half hour workshop: Plans for Success. A summary report and selected workshop materials will be found in Appendix 9.

One notable result of the faculty workshop was that two departments (Electronics and Computer Science) were able to review the Fall 1979 recruiting efforts, assess within-semester retention efforts, and prepare a recruiting plan for 1980-81 that meets the OCR criteria established for CC-PAGE (Community College - Plan to Achieve Gender Equity). Summary sheets are located in Appendix 9.

Efforts were made to support and encourage occupational faculty response to the unique needs of a student who has selected a nontraditional class/program. For this purpose the Project Director actively solicited participation from a broad range of "academic" faculty. Results of these efforts are summarized in Table 2.

Informal progress reports were utilized by the Director to maintain continuous, open, and informal links with college administrators. The project clerk/typist regularly contacted clerical personnel in all areas of student services, instruction and administrative services areas. Her familiarity with campus procedures, instructors, and students was helpful in developing campus links.

The project director formed additional contacts with occupational departments through participation on the Campus Recruitment Committee; monthly meetings with the Assistant Dean of Occupational Education, and occupational department chairpersons; and frequent personal contacts with occupational department chairpersons and the Counseling Department chairperson. Appendix 12 contains a list of the interviews conducted during the project.

TABLE 2

ACADEMIC FACULTY PARTICIPATION IN SEEK

<u>Instructor</u>	<u>Task</u>	<u>Result</u>
Art	Curriculum infusion	Refused to participate
English	Student projects	Planning, assistance, and preliminary editing of Student Workbook for 1A 10
Math	Strategies for Math Anxiety	Cosponsored a two-part Student Math Anxiety Workshop, a two-session Math Anxiety Faculty Seminar. Seventy-seven participants
Psychology	Preparation and advisement for Sexual Harassment Workshop	Workshop held. Clarified student grievance procedures. Fifty-one participants
Sociology	Assessment of student interest	Six classes visited. Identification of 39 interested students.
	Curriculum infusion and development of classroom strategies	Products developed. (Selected examples in Appendix 10)



CONTACT WITH BUSINESS AND INDUSTRY

Initial contacts with employers were made in September, 1979. Ongoing support and participation by employers were provided throughout the year. The Advisory Committee, Pierce College Associates (a community advocacy group), the Community Colloquium, and the Career Exploration Program are described in the next portion of this report.

An innovative activity was suggested and implemented by Don Love, Assistant Dean of Instruction. An appreciation luncheon was sponsored for the 37 campus advisory committees, in combination with student merit awards from each of the occupational departments. Students, faculty representatives, and advisory committee members had an opportunity to interface in informal groups to encourage and support each other. Most of the departments chose to select nontraditional students for the merit awards!

Career Exploration Program

The Student Employment Coordinator, Sara Harber, was interested in establishing a link between Project SEEK and community employers. The coordinator had a leadership role in developing a pilot career exploration strategy at another college, and was in the process of identifying employers who would be willing to provide field visits for handicapped students at Pierce College.

In cooperation with the SEEK Director, Counseling Department Chair, campus Handicapped Facilitator, Coordinator of Financial Aid/EOPS, and the Coordinator of Student Employment, the developing Career Exploration Program (C.E.P.) was adapted to include the needs of nontraditional (sex equity) students.

Identification of employers had been completed during the Fall semester through Handicapped funding. Subsequent employer contacts by

the SEEK staff insured that sites were also available in nontraditional employment areas.

The SEEK Director and Counselor contacted the 70 nontraditional students who had requested career exploration site visits and coordinated student preparation, assignment and reporting of site visits. Sixty students received telephone or personal counseling, and ten successful nontraditional career exploration visits were completed. A description of the Career Exploration Program and a replication Handbook are found in Appendix 5.

ACTIVITIES TO ENCOURAGE NONTRADITIONAL STUDENTS

During the Fall semester, eight programs were led by the counselor, Eileen Sheff. Activities emphasized an awareness of sexism and attitudes which enhance individual self-concept. Student participants were encouraged to follow up activities by making appointments with the counselor for assistance in identifying occupational areas in which they have an interest, an ability or willingness to learn skills, and which have good employment opportunity.

Student support and recruitment activities in Fall, 1979 are listed in Table 3, and class presentations by the Director during that period are listed in Table 4.

Spring activities focused on the exploration and selection of nontraditional careers. Students were encouraged to enroll in one or more courses related to career interests, and were informed about the Career Exploration Program (Appendix 5). The counselor prepared eleven workshops, a display booth for high school students, and a final, concluding event for project participants. These events are listed in Table 5.

TABLE 3
STUDENT SUPPORT AND RECRUITMENT ACTIVITIES
FALL 1979

<u>Date</u>	<u>Event</u>	<u>Participants</u>
Oct. 25	Premier of "Sixty Minutes" film	250
Oct. 29	Careers in electronics, "The Sky's the Limit" workshop	5
Nov. 5	Workshop on goal achievement, "Be the Person You Were Meant to Be"	7
Nov. 19	Workshop on career selection, "Finding Your Life Work and Liking It"	7
Nov. 26	Panel of men in non-traditional jobs, "Being Male in a Woman's World"	5
Dec. 3	Address - "Women Can Win"	30
Dec. 4	Workshop - "Changing Sex Role Stereotypes"	7
Dec. 10	Project SEEK "Holiday Fest and Open House"	25
		336

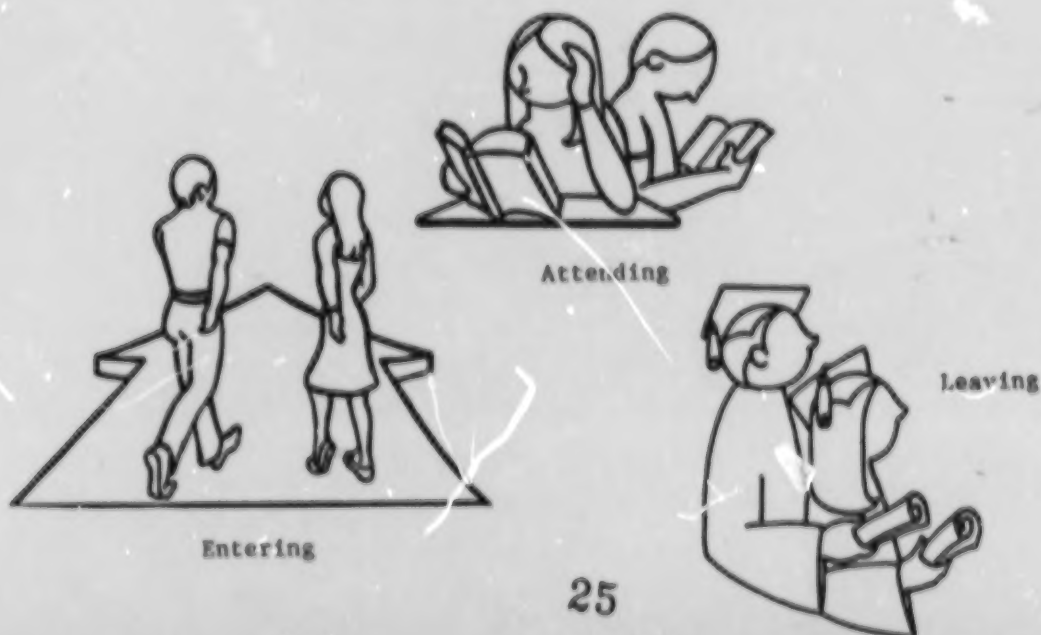


TABLE 4
CLASS PRESENTATIONS BY DIRECTOR
FALL 1979

<u>Type of Presentation</u>	<u>Participants</u>
Cooperative education classes (7)	758
Electronics classes (5)	105
Orientation sessions (2)	57
New student workshop (1)	7
Training at Peer Advisor Class (1)	<u>6</u>
Total	933

TABLE 5
STUDENT SUPPORT AND PLACEMENT ACTIVITIES
SPRING 1980

<u>Date</u>	<u>Event</u>	<u>Participants</u>
Feb. 25	"Math Anxiety Workshop, Session I"	50
Mar. 3	"Math Anxiety Workshop, Session II"	27
Mar. 10	"Careers for Women in Agriculture"	15
Mar. 17	"Househusbands"	14
Mar. 24	"Careers for Women in the Industrial Arts"	13
Apr. 14	"Other Women, Other Work"	7
Apr. 21	"Careers for Women in Electronics"	14
Apr. 28	"Men's Lives," film and discussion	15
May 5	Display booth for high school students	25
May 12	"Sexual Harassment on the Job"	51
May 19	"Careers for Women in Computer Technology"	22
June 2	"New Careers for Men in Office Administration"	6
June 9	"A Parting Shot," a final event with Project SEEK displays and demonstrations	<u>57</u>
Total		316

Class and community awareness activities for Spring 1980 are listed in Table 6.

TABLE 6
CLASS AND COMMUNITY AWARENESS ACTIVITIES
SPRING 1980

<u>Type of Presentation</u>	<u>Participants</u>
Sociology classes (6)	161
Cooperative education classes (3)	174
Office administration classes (3)	36
Industrial arts classes (2)	40
Agriculture class (1)	15
High school gifted class	31
Monroe High School Nontraditional Career - Night	150
Shopping Center Recruitment:	
Topanga	50
Northridge	2,000
World of Discovery (campus visit by high school students)	22
Return to Education Days (WoMen's Center re-entry program)	120
Staff development at Mission College	50
Mission College conference, "Economic Survival and Changing Lifestyles" (sponsored by EOP&S)	45
West Valley Regional Occupational Center staff in-service	50
Total	2,944

instructor referrals; however, five were placed by the Coordinator of Cooperative Education, one by the Coordinator of Outreach, and four by the Director of Project SEEK.

Phase III: SEEK Activities

SEEK activities from September 1979 to June 1980 are summarized in Table 7.

TABLE 7

SUMMARY OF SEEK ACTIVITIES September 1979 - June 1980

I. PUBLIC AWARENESS	a. Interviews with Administrators/Faculty b. Announcements to selected students c. Orientation Program and Concluding Event d. Publicity campaign
II. STAFF DEVELOPMENT AND INVOLVEMENT	a. Steering Committee b. Counselor Workshop c. Occupational Faculty Workshop d. Liaison with Academic Departments e. Liaison with Student Services f. Informal Progress Reports to Administrators g. Informal contacts with Classified Staff
III. CONTACT WITH BUSINESS AND INDUSTRY	a. Employment projections b. Advisory Committee c. Colloquium d. Participation with students 1. Speakers in class 2. Awards 3. Career Exploration Program
IV. STUDENT SUPPORT	a. Programs and Workshops b. Career Exploration Program c. Classroom involvement 1. Special Projects/Awareness activities 2. Development of Media 3. Development of Student Handbook for Industrial Arts d. Summer Placement 1. Faculty 2. Student Employment Office 3. SEEK 4. Cooperative Education and Outreach

In addition to the participants in these activities, there were a number of students who consulted the counselor assigned to the project. A tally of these students was not kept, because of the difficulty of categorizing visits as direct referrals from Project SEEK and the complexity of documenting counseling sessions.

An unexpected and very successful evolution of the process was the interest and involvement of students in classes. For example, the work-study student assigned to the SEEK staff, Christopher Charlton, engaged a creative writing class and the media center in the writing and production of a two-minute video tape to recruit women into Industrial Arts 10 (a target class). In that class the students and faculty recorded their observations and evaluations of the Industrial Arts 10 class during the Spring semester. A Student Handbook was then written, illustrated and printed for future use in the Industrial Education Department. Example pages of this product can be found in Appendix 11.

The final component of the support activities for nontraditional students was a four-part strategy to provide summer employment. Each instructor of a targeted, imbalanced class was notified that nontraditional students might need special assistance in obtaining career-related job experience. Limited funds and time constraints restricted the documentation of placement efforts. Four resources were made available to the non-traditional students:

- (1) Faculty contacts with employers
- (2) Student employment office
- (3) Project SEEK staff
- (4) Coordinators of Cooperative Education and College Outreach

Project staff estimated that 10% of 167 nontraditional students in the targeted imbalanced classes required assistance in obtaining entry level or improved summer jobs. Most of the students were placed through



PROJECT ACCOMPLISHMENTS AND STRATEGIES

The purpose of Project SEEK (Sex Equity in Education Know-how) was to identify and reduce the barriers in occupational education programs which have arisen from sex bias, discrimination and sex role stereotyping, and which have prohibited gender balance in employment opportunities and practices. The elimination of these barriers requires a dedicated, comprehensive, fundamental, college-wide effort. Our goal was not to meet quotas, but to provide equitable education and employment options for students.

The design of this experimental project allowed only one year to plan, test, analyze and refine activities which would be effective in achieving sex equity in vocational education. Los Angeles Pierce College agreed to house the project, to be the fiscal agent, and to participate in the developmental and experimental processes. All segments of the campus were included to some degree, and the anticipated (and realized) benefits were both short and long range. Some immediate advantages were found in active department and faculty involvements, heightened awareness of the issues in sex equity and of nontraditional student needs, and feedback from student evaluations of current programs. There were long-lasting gains in the identification and establishment of additional resources available to the college.

The following section of this report includes a summary of the project accomplishments, a brief description of the project effectiveness, a review of the myths which were identified as barriers to nontraditional students, and a three part discussion of the RECRUITMENT, RETENTION, and PLACEMENT strategies which were developed.

SUMMARY OF ACCOMPLISHMENTS

A project office and staff were organized to begin the following tasks: identification of nontraditional students and assessment of their needs; selection of target courses; and the implementation of activities which would lead to a more balanced enrollment. Strategies were developed to overcome or eliminate sex stereotyping, bias and discrimination in ways that would result in increased recruitment, retention and placement of students in programs and jobs which have been nontraditional for their sex.

Six occupational programs were selected for study at Los Angeles Pierce College which had substantially imbalanced enrollment of males or females (20% or less of one sex). Recruitment brochures and publicity strategies were developed to attract students to SEEK activities and into the occupational courses. Group workshops were conducted by a project counselor to help students identify personal goals and encourage enrollment in vocational courses. Individual assistance and counseling were also offered.

A Counselor Workshop, Occupational Faculty Workshop, and Administrator and Department Interviews were conducted to assist college personnel in the assessment of vocational program needs and in the development of appropriate plans to meet these needs. Three hundred students were interviewed in an extensive, structured telephone survey. The purpose of this survey was to gather information about the needs of nontraditional students and

their experiences in the various vocational education programs. Because the time frame and resources of the project limited the scope of the research, a heavy reliance was placed on the telephone and personal interviews of students and faculty to obtain the desired information, and to establish some of the required plans in certain departments.

A Career Exploration Program was adapted to provide visits to nontraditional jobsites. Local employers were very cooperative in arranging these student field trips. Also, a summer job placement service was provided. Additionally, employers actively participated in a community colloquium to explore ways of being in partnership to support and achieve the goals of sex equity.

EVIDENCE OF EFFECTIVENESS

Project SEEK presents a model of a college-wide effort to serve the educational needs of the ENTERING, the ATTENDING, and the LEAVING nontraditional student. Information compiled from the structured telephone interviews of current and potential nontraditional students was helpful in evaluating the status of target programs and in planning improvements. These interviews also established a profile of these students' educational, occupational and personal problems.

The comprehensive nature of this exploratory project has produced strategies for change that encompass all segments of the college. Replicable portions of the model include:

1. Selection of target classes/programs and creation of a data base for improving enrollment.
2. Identification of nontraditional students and investigation of their educational needs through individual survey.
3. Identification of barriers and areas of resistance to nontraditional students, both in the college and the business community.

4. Provision of staff development for counselors, faculty and administrators.
5. Techniques for curriculum infusion of nontraditional career information.
6. Recruitment strategies which have implications for departmental organization, scheduling and building a positive image with the students and the community.
7. Establishment of a sequence of support services to assist at the various developmental levels of career decision-making.
8. Integration of support systems for nontraditional students into existing student services.
9. Evaluation techniques.

Recruitment efforts resulted in increases in enrollment in four occupational programs:

Agricultural Engineering	+ 18%	Target Programs for Females % increase 1978-79 to 1979-80
Computer Technology	+ 38%	
Electronics	+ 20%	
Industrial Arts	+100%	

No increases occurred in the two programs (Office Administration and Advanced Escrow) which had been selected as being underrepresented for males. Employment factors, such as low salaries, are suspected as the prime contributor to the difficulty in recruiting males.

Retention efforts were highly successful and program evaluations by the students were favorable. Occupational faculty noted the difficulty of short-term projects and commented on the complexity of the problem of sex equity.



"Not everyone will be enthused about gender equity."

MYTHS AS BARRIERS TO NONTRADITIONAL STUDENTS

There may be an element of truth in some sex equity myths, but most are negative and destructive. The Project SEEK staff have been involved in hundreds of hours of interviews and discussions with students, educators, employers and other community representatives and have identified a number of myths which pose barriers to recruitment, retention, and placement of nontraditional students. The following are a sampling of the expressions which were heard repeatedly, and which indicate the range of inappropriate attitudes and beliefs which have influenced traditional inequities.

MYTH: The problem has been solved; there is no need for further efforts to insure sex equity. We have moved beyond previous attitudes of bias and discrimination, and everyone now has equal educational and employment opportunities.

Response: Many people are not aware of the great imbalances which exist in both the educational and employment fields. This seems especially characteristic of those people who are comfortable in traditional roles. Our studies definitely indicate a high degree of overt sex stereotyping, bias and discrimination both in education and in occupations.

MYTH: Sexism is a societal problem, not an educational concern.

Response: Everyone has a responsibility to combat sexism; it is both a societal and an educational problem. In a legal as well as a moral sense, educators must assume a leadership role in reducing sex barriers and eliminating sexist practices; and thereby, offer equal educational opportunities to all students, regardless of their sex.

MYTH: "Oh, you're talking about women's lib."

Response: No! The issue is equal educational opportunities for both men and women. Educational choices should be based on each student's interest and ability. Student choices must be encouraged and confirmed through current, gender-free instruction.

MYTH: We already have all the students we need.

Response: This statement evades the issue. The concern is not primarily with the total number of students, but with the numbers of nontraditional students. Women and men should have equal access to all classes. It is necessary to attempt to offer a sufficient number of class sections to promote equal access and to meet occupational needs.

MYTH: To reduce sexism on the campus, we need more money.

Response: Most colleges are not recognizing and utilizing their current resources. A significant impact can be made through attitudinal changes and implementation of creative ideas - both of which cost nothing. Also, instructors are already paid to provide non-sexist instruction.

Some vocational education monies have been newly designated. The State Chancellor's Office requires that 50% of the VEA Subpart 3 allocations for FY 1980-81 be spent for gender equity activities.

Two other excellent campus resources have been funded and made available through the State Chancellor's Office, California Community Colleges:

1. Community Colleges - Plan to Achieve Gender Equity (CC-PAGE).

In response to the Office of Civil Rights Compliance Guidelines, this project provides technical assistance to campuses for development of required recruitment, retention and placement plans for nontraditional students.

Another aspect of this program is that each California Community College President has appointed a campus Sex Equity Coordinator to be initially responsible for interpreting and implementing compliance activities for their institution. This coordinator's name is on file in the State Chancellor's Office, c/o Mary De Nure, California Sex Equity Coordinator, and in the College President's Office.

2. Vocational Education Equity Project (VEEP). This project provides awareness seminars and workshops for college faculty and staff, upon request.

MYTH: Sex equity in education is really a counseling problem.

Response: Counselors are just one part of the team of educators who are responsible for promoting sex equity. There is always room for improving counseling techniques, counselor awareness and for providing more effective services and career guidance for students. However, the attitudes and approaches of all educators must be altered to achieve sex equity in education and employment.

MYTH: Sex equity in education is really a faculty problem.

Response: As mentioned above, the accomplishment of sex equity in education requires a team effort. The teaching faculty do have an enormous

influence on nontraditional students and can be very instrumental in achieving sex equity. For example, Carvell and Associates (1980) found that more than 55 percent of nontraditional female students they studied report that the faculty were a major source of assistance in their career decisions. At Los Angeles Pierce College, only 16 percent of the nontraditional students surveyed indicated that the teachers had actively encouraged them to pursue a nontraditional career choice.

Classroom instructors must consider the important role they play in students' occupational choices. They must increasingly support and encourage students in making decisions which are based on their skills and interests, rather than on sexually defined mores.

MYTH: Nontraditional students are "dumber" students.

Response: At the beginning of the course, nontraditional students may not meet the instructors' subliminal prerequisites. However, with adequate instruction, most students master simple fundamentals quite rapidly and compensate for lack of experience. Many amazed instructors will testify to the highly satisfactory accomplishments of their nontraditional students.

MYTH: The only way to increase student retention is to lower standards.

Response: Students complete classes which meet their educational needs and which build skills. Nontraditional students may require some new teaching strategies, but there is no reason or evidence that the criteria for successful completion of the course cannot remain high.

MYTH: Only the "dumb" students and potential failures drop classes.

Response: Many students must drop classes for personal reasons: job conflicts, economic or family crises. Many nontraditional students have

multiple job and family responsibilities which occasionally interfere with their educational goals. Such students may return to the institution if the standards remain high and the course content is worth-while.

MYTH: Men are rational and intelligent; women are emotional and unreliable.

Response: The fact is that there is a great range of intelligence and rational behavior in both men and women. Both are fully capable of succeeding in responsible and demanding positions.

MYTH: Men are stronger; therefore, only men should do heavy work.

Response: Modern, power-driven equipment is a great equalizer. Inordinate amounts of strength are generally no longer required for most occupational tasks. Also, relative strength is often misjudged or denied as is seen in the following example. In World War II, women were strong enough to fly aircraft that carried men into combat, but after the War, they were not considered strong enough to continue flying or to receive Veteran's pensions until the late 1970's.

MYTH: It is hard to find women who are qualified for the job.

Response: Discrimination against women is often hidden under the word, "qualified". It is an elusive, catch-all term which is frequently used, but hard for the users to define. We found it to be rarely justified. Satisfactory completion of a program should "qualify" men and women equally.

MYTH: If men fill women's jobs, the men will demand more money than the women are getting.

Response: It is true that stereotypically female jobs generally offer lower pay. Employers may not, however, discriminate against either

sex, and the Equal Pay Act of 1963 established the principle of equal pay for equal work; thus, increasing salary for a position, only because it has been filled by a man, is not justified. Both men and women have the right to select those jobs in which they are most interested and for which they have been trained.

MYTH: Because of male superiority, men should be responsible for all their dependents, and they should earn more than their wives.

Response: Men should be free to select occupations based on interest and ability rather than stereotypical expectations. In addition, economic circumstances often require that both parents provide income for the family, especially in these days of inflation. The reality of family composition does not correspond to the assumptions underlying this myth, as shown in the following table:

TABLE C

Family Patterns in the United States⁺

Married couples with children*	32.4%
Married couples, no children	29.9%
One parent with children	7.3%
Persons living alone	22.0%
Other living arrangements	8.4%

*Over 50% of married women with children are employed.

+Taken from U.S. News and World Report, June 16, 1980

Another fallacy of this myth is the implication that if women earn more than their husbands, they become superior and dominant in the family, which is not their natural or desirable role. Actually, monies earned should not dictate family control. Healthy family relationships are better facilitated through a more balanced, partnership approach.

MYTH: Women have to overcome their "handicaps".

Response: When SEEK staff asked what those "handicaps" might be, the response categories included: (1) sensitivity; (2) asking many questions; (3) insistence on safe working environments; and (4) concern for co-workers. These "handicaps" are very positive human qualities which enhance rather than detract from productive employment.

MYTH: People seeking nontraditional jobs are probably homosexuals.

Response: There is no factual evidence to support this myth, and, in fact, many examples point to the contrary. However, the effort to achieve gender equity does not include the issue of sexuality or sexual orientation.

Additionally, sexual preference, by law, may not be a reason for prohibiting employment or education. The following statement is an example of official non-discrimination, educational policy: "Los Angeles Community College District, in compliance with Civil Rights legislation, does not discriminate on the basis of race, color, national origin, ancestry, religion, creed, sex, age, handicaps, marital status, sexual orientation, or Veteran status, in its employment or educational programs and activities."

MYTH: Women must be attractive and clean in order to pursue their primary goal: finding a husband. Careers in automotive technology or welding would prevent marriage.

Response: Dirt is not any more acceptable or attractive on a man than on a woman. Good grooming enhances everyone's physical appearance and is feasible, even for auto repair technicians. Hands can be washed, fingernails trimmed, etc.

This is an example of the confusion that exists about appropriate places to find a mate. Employers have emphasized that applicants are sought who focus on the work to be done while in the job environment, rather than on social activities. Personal contacts are preferably made after work hours.

MYTH: Women only find fulfillment and happiness through taking care of a husband and children.

Response: Some women enjoy being exclusively a homemaker, others do not. The years a woman often chooses to devote primarily to child-rearing are the relatively brief preschool years. Many women then find it advantageous and desirable to pursue careers outside the home. Productive society cannot afford to waste the potential contribution of one-half of the educated population. Women make significant contributions to the economic welfare of the nation.

MYTH: Sexual harassment does not exist, by definition. It is a purely personal matter between men and women. It's an unalterable fact of life.

Response: This is a complicated issue because there have been great misunderstandings, abuses and false claims regarding sexual harassment. However, it seems that many men are unable to work with a woman on a regular basis and still maintain a professional relationship, regardless of her behavior.

When a woman is coerced by a professor or by her employer, she is not always in a position to readily reject such overtures; or, if she does, she may face adverse reactions. Sexual harassment does exist, but it is not legal or acceptable in either employment or the educational environment.

MYTH: Being called a "girl" is flattering to a woman.

Response: This myth subtly perpetuates society's reverence for youth. There are many psychologically complex attitudes surrounding the use of the term, "woman", but basically, a girl is a child; a woman is an adult, and adult females should be proud to be called women.

SUCCESSFUL STRATEGIES

The following strategies are presented as examples of the successful experiences of the SEEK program. It is difficult to completely separate the concepts of recruitment, retention and placement because they are so interrelated. For example, successful placement of students who complete programs is one of the very best recruitment strategies. For the purposes of this report, however, the following strategies have been separately listed under the three areas. The recommended activities have been tested during this project and found useful. The promising activities are ideas that were only partially tried, or were recognized to have potential merit as we analyzed our other results.

Recruitment Strategies - the ENTERING students.

Waiting for potential nontraditional students to spontaneously seek admission, or idly bemoaning the lack of men and women in respective nontraditional programs, conforms neither to the letter or the spirit of the legislation requiring gender equity. Responsible institutions have a firm commitment to providing students with information about educational programs, and are increasingly comfortable with these obvious and inevitable conclusions:



1. Students are what colleges are all about.
2. Without students (including nontraditional students) nothing happens.
3. Actively recruiting students is one of the institution's primary tasks.

Everyone within the college should be part of the recruitment effort. Both students and staff reflect an image of the college that can attract potential nontraditional students. The task is to organize recruitment in a way that enables the potential student to identify and match their educational needs with the instruction that the college is able to provide.

Because of archaic stereotypes and expectations, a clear sex affirmative recruiting system is needed. Each college has a unique blend of specific programs and resources to offer nontraditional students, but four general, very basic steps are applicable to all institutions and are vital to effective recruitment:

A. Develop clear, distinct goals. An example would be to increase the enrollment of nontraditional students by 15% in the first year. Remember, these are goals, not quotas. We are trying to increase choice options for students, not force people into classes.

B. Assign the responsibility for reaching the recruitment goal to an appropriate faculty or staff member. As mentioned, the entire academic community can and should be part of the recruitment plan. However, PRIMARY LEADERSHIP IS CRITICAL.

C. Become visible, take action, do something! Energy and focus must grow out of a solid, accurate research base. Begin with the readily available information and establish and compile ongoing enrollment and retention data. Some other successful strategies are listed below.

D. Evaluate progress and effectiveness of activities, then make the necessary changes. Repeat these processes.

Recruitment strategies must be designed to attract students into nontraditional programs from both the attending student population and the non-attending segments of the community. It is essential for the institution to communicate the ways in which education can help potential students reach their personal and occupational goals.

Recommended activities for recruitment:

1. Establish an enrollment baseline by reviewing class records of the previous two years and recording enrollment ratios for males and females in four or more classes. It is especially important to be accurate and precise. Hand-count old class enrollment rosters if necessary. (See Appendix 3).
2. Project a sex affirmative image. (a) On campus: use the schedule of classes to publicize college commitment to promoting student choices which are based on interest and ability. Sixty-eight percent of the Pierce College students obtained their basic information about courses through the catalog and the schedule of classes. The description of classes contained in these publications should tell the student what she/he can expect to learn. (b) In the community: Use public service radio announcements and the calendar section of local newspapers to promote sex affirmative activities. (See Exhibits, especially pages 24-26 and 31, 32, 36.)
3. Conduct staff development workshops, etc. Faculty members may need to examine personal attitudes and learn about compliance legislation. They must also be part of the recruitment planning process. (See Appendices 6, 8 and 9.)
4. Identify a campus location where students can get information and counseling about nontraditional classes and careers. (Of the existing

student services, the Career Center was identified by the students at Pierce College as the most suitable location. It is a convenient, comfortable facility with a career counseling staff and office, and related resources.

5. Consult with the department members of imbalanced programs to identify potential marketing/recruiting segments of the community.
6. Conduct a survey among already enrolled nontraditional students to determine how they were attracted to the college and what approaches were most successful. They worked once, try them again! (See Appendix 4). Awareness strategies used in general education classes are successful with students who have undeclared majors. Over 200 students requested information from the SEEK project in response to these strategies. (See Appendix 10).
7. Recruit women into single classes. (The Pierce College students reported that they were not ready for a larger commitment. They were trying one step at a time.)
8. Provide workshop/seminars that emphasize opportunities in the occupational area that has been selected for recruitment. (See Exhibits, pp. 17-23).

Promising recruitment activities:

1. While women were most effectively recruited into single classes, as noted above, it became evident that a better approach for men might be to recruit them into programs. Males have been socialized to consider long term goals, as reflected by the Pierce students' concern about job availability at the end of training, working conditions, and potential salary levels.
2. Develop brochures and flyers to publicize courses, recruitment activities, and services for enrolled nontraditional students. (See Exhibits).

3. Develop brief videotapes for repeated playing in areas where potential students wait to enroll or register.
4. Develop brief orientation videos describing each target nontraditional class and make them readily available to potential students. Expand this series, as resources permit, to include greater numbers of classes.

Unproductive activities:

There was not a good return on the investment of time and energy required to staff an information table in the college registration area.

Displays and information tables in local shopping malls were also not worth-while. The marketing segment of potential students is too diffuse.

Retention Strategies - the ATTENDING students.



The basic concerns of retention are focused into two categories: completion of classes within each semester; and completion of programs. Increased retention in both areas requires combined assistance from a variety of student services as well as from faculty and staff. However, Ira Nelkin (1980) reported that 57% of the colleges studied had difficulty implementing support services for nontraditional students. Two major problems were reported:

1. Limited institutional finances.
2. Difficulty in overcoming traditional standards, attitudes and pressures from (a) home, family, friends; (b) conservative faculty and school peers; and (c) the community, especially in area of sex role expectations and ethnic traditions.

Previously restricted financial resources have now been somewhat alleviated and supplemented through two state-mediated programs: Community Colleges - Plan to Achieve Gender Equity (CC-PAGE) and Vocational Education

Equity Project (VEEP); and through the designation of certain specified VEA Subpart 3 funds for gender equity activities. See previous discussion, pages 28-29 of this report for further details.

Effecting an impact on traditional attitudes and standards is more difficult. The following is a list of retention strategies that were a helpful beginning.

Recommended retention activities:

1. Staff awareness and development is most easily done in department meetings. In addition, special workshops and seminars may be necessary. (See Appendices 8 and 9).
2. Early assessment of nontraditional student's skills and performance by the instructor is extremely valuable. Wherever indicated, faculty members then act as "counselors" to serve or refer students to more appropriate classes, or to a student service, i.e. tutoring.
3. Conduct no show/non-attendance calls. Faculty or staff member personally contacts (a) students who registered for a class, but who did not attend first meeting, and (b) students who attended first half of the semester, but then missed the next three sessions. (See Appendix 12). The purpose is to determine the students' situation and encourage them to return to class.
4. Assign a counselor to periodically contact instructors and students in nontraditional classes to assess progress and needs.
5. Conduct student survey, either by telephone or within classes, to identify barriers to continued education, and to gather information regarding nontraditional student needs, etc. This data provides useful feedback for the target program/department. (See Appendix 4).
6. Institute Curriculum Infusion of sex affirmative materials. The content and materials of many courses do not reflect the interests of both sexes and therefore are unacceptable. Adequate resolution and correction of

this problem requires a thorough examination of obstacles within each discipline, followed by building increases awareness and insuring unbiased presentations.

One inescapable fact is that gender inequality still exists and that a significant contributing factor is that students, and the educators who teach them, are conditioned from birth to accept stereotyped personal roles and to react to the opposite sex in a particular way. From our earliest years, we are taught how to behave and what to think, and all too often, we continue to act out what other people have shown they expect of us, without questioning the basis of these expectations.

Today, contradictions and conflicts have arisen between the attitudes we have inherited and the actions necessary for productive, fulfilled lives. Progress and advancement of society depends on changing harmful attitudes in all people. This complex and difficult task of attitudinal training can be best improved by reflecting the realities of modern societal needs and by thoroughly probing of the reasons for holding our traditional opinions.

The consultants and staff of the SEEK Project developed and adapted awareness activities and curriculum infusion strategies to increase acceptance and effectiveness of gender equity. For example, a simple beginning point and a method of demonstrating that prejudices do exist would be to have students (or instructors, or administrators) participate in the D.A. Barrington exercise or the Attitudes about Women survey. (See Appendix 10). We were very much inspired by the success of these activities.

7. Use students to recruit other students. An example of one very successful approach is found in the letter to students from the Electronics Department in the Exhibits, p. 40.

Promising retention activities:

1. Math anxiety workshops. The workshop conducted at Pierce College attracted a very diverse group. Most of them recognized a need for computation skills and expressed strong anxieties toward taking math classes. They attended for occupationally related reasons, but they were from a much wider distribution than the target programs.
2. Provide recognition, scholarships and financial aid for nontraditional students. Below is an example of a recognition certificate used during this project at Pierce College. It is very simple in idea and form, and it has proven to be very successful with the students.

	PIERCE COLLEGE LOS ANGELES	
	Industrial Education Dept. COURSE COMPLETION CERTIFICATE	
Student's name _____		
has successfully completed _____ units in _____ consisting of _____ hours of theory and _____ hours of practical application.		
Date _____		Instructor: _____
		_____ <i>Department Chairperson</i>



Placement Strategies - the LEAVING student.

Recruitment and training of the minority sex is only part of the process of preparing students to enter employment. Completers of programs need to know what to expect in the world of work. They also need to develop the personal skills necessary to cope with being the minority sex in employment. Does your college offer job placement that supports preparation for nontraditional employment?

This is a challenging task because although 81% of the nontraditional students work part-time (a higher percentage than the overall student population), the majority of them have had no experience in their area of interest. This group also has a pattern of intermittent attendance.

The following placement strategies are geared to the special problems of nontraditional students.

Recommended placement activities:

1. Develop a Career Exploration program. (See Appendix 5). This is both a retention and a placement strategy and is helpful for pre job placement. It increases awareness of work environments and job expectations.
 2. Conduct a sexual harassment seminar. (See flyer in Exhibits.) This is one important aspect of a discussion on coping with various work environments.
 3. Curriculum infusion of sex affirmative materials and course content. At Pierce College, the Computer Technology Department presents a thorough, gender balanced series of job interviews as part of the curriculum for completing students. The interviews are conducted by a large number of community employers and the preparation includes resume preparation, discussions of job expectations, etc.
- The Industrial Education Department has developed a course which

introduces each major program content and the various job opportunities available. A student handbook was prepared for this class which includes sex affirmative materials. See Appendix 11.

Promising placement activities:

1. Design and conduct a study on program completers, their employment status, and assess their satisfaction with the institution.
2. Utilize SAM data for a profile of leaving students - both completers and non-completers.
3. Conduct an employer colloquium to assess their particular needs and how the college can help meet them. (See Appendix 7).
4. Improve student placement services. Develop and maintain a skills bank.
5. Offer courses in job seeking skills, career planning and interpersonal relations.

The highest probability for success in recruitment, retention and placement occurs when these activities are conducted at the department level. The chief administrative officer of the campus and the department chairpersons are keys to success and must be actively involved for true change to occur. Another critical element is faculty involvement. The instructors can influence student attitudes which will encourage them to consider nontraditional occupations. Additionally, they are the primary student contact and the backbone of the reputation and quality of the educational program. Students will be attracted to an instructional program if it equips them with adequate skills which can be transferred into saleable assets in the job market.

COURSES OF ACTION

A Model for Sex Equity

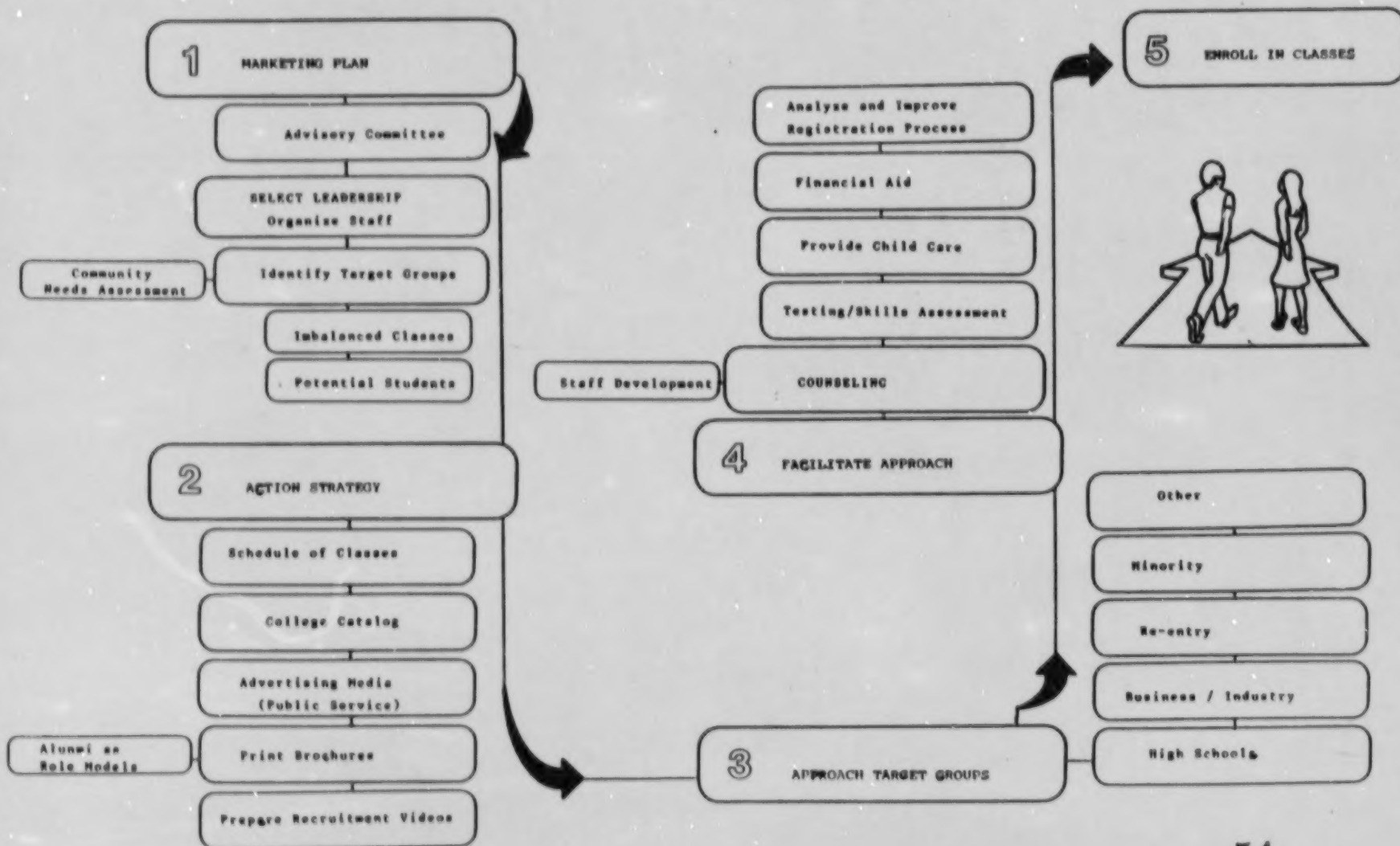
The following models for recruiting, retaining and placing non-traditional students are intended to be a guide for action by other community colleges. The activities that are suggested were found to be successful in the Los Angeles Pierce College Project SEEK or were identified as promising approaches. They are thought to have high potential for success.

The unique blend of people and resources at each college will determine the sequence, scope and degree of effort required to improve the participation of nontraditional students. Key steps will have to be coordinated with local policies and many activities will have to be taken concurrently. Some colleges are enthusiastic pioneers in the field of gender equity and are already experiencing significant changes in enrollment patterns; some colleges are just beginning to understand that institutional effort to achieve gender balance is a mandated goal. These models are offered as very basic suggestions and should be freely adapted to reflect the local campus' circumstances.

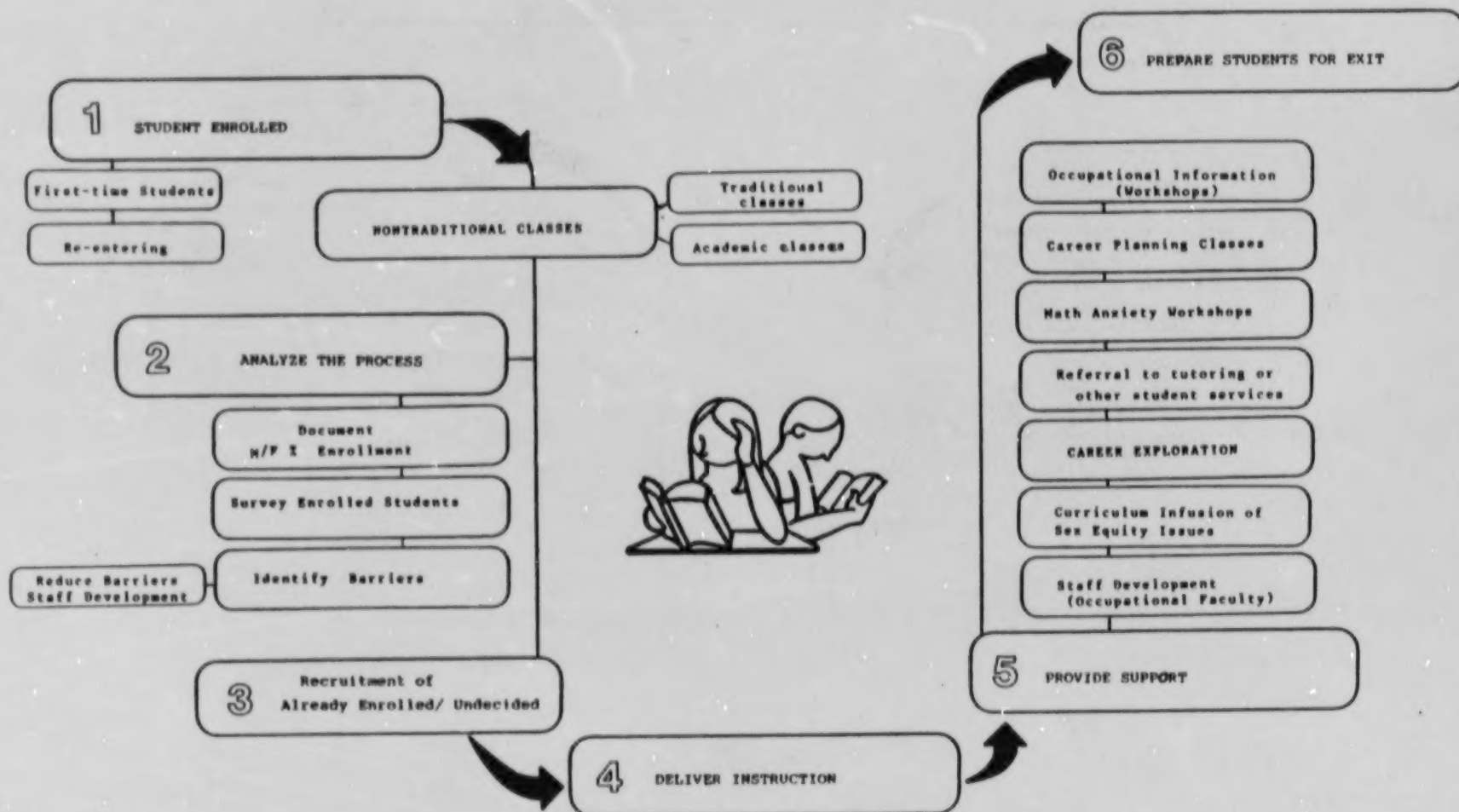
Elements for Success

- o There should be institutional commitment to gender equity.
- o There should be leadership at the highest administrative levels.
- o Department and faculty involvement is critical.
- o A comprehensive, college-wide plan is necessary.
- o Development of a data base is necessary for effective evaluation.
- o Optimism, trust and involvement = change for students!

RECRUITMENT MODEL (Attending Student)



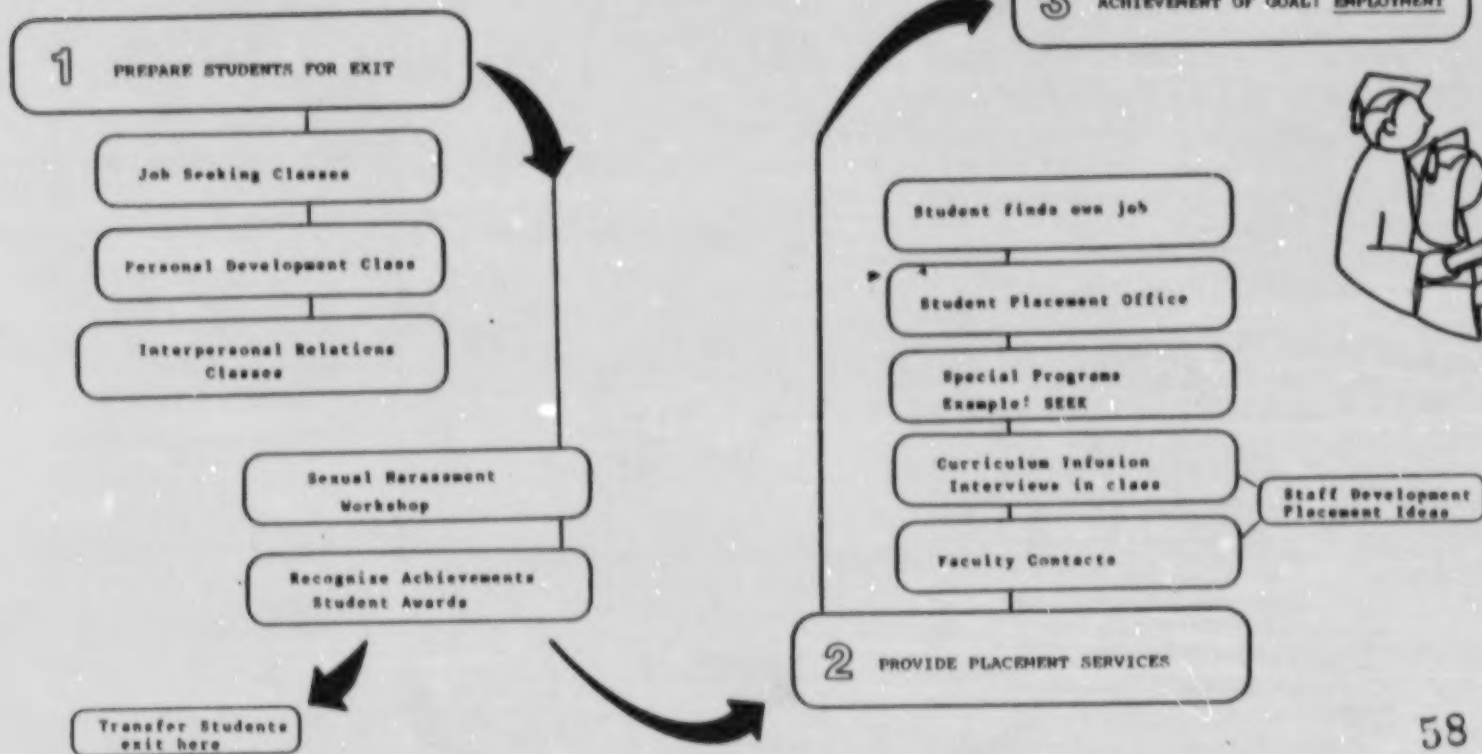
RETENTION MODEL (Attending Student)





PLACEMENT MODEL

(Leaving Student)



58

RECOMMENDATIONS

This section contains a summary of the most important components of replicating the detailed model. It is advantageous and especially appropriate for community colleges to adopt and incorporate this model, or a modification of it, into the routine, organized structure because eliminating sexism, like eliminating racism, is directly linked to education. Progress in recognizing the counterproductive effects of sex stereotyping, sexist language and sex bias has been remarkably slow. Legislations prohibiting sex discrimination are just beginning to be effective, but there has been little pressure from students (male and female) in our schools and colleges for equal rights, responsibilities and opportunities, despite the support of the law.

The U.S. Supreme Court has ruled (*Cannon vs. University of Chicago*, May 14, 1979) that individuals have the right to sue educational institutions to enforce the ban on discrimination. However, students who experience this discrimination in education rarely complain officially. For example, while there were several complaints of sex bias registered with the SEEK project, only one student elected to take the complaint through the established student grievance procedure. This situation is changing though, however slowly, and continuation of projects similar to the model presented in this report will become increasingly important.

Scope of Efforts

Focused, intense, special projects to improve the gender balance of nontraditional courses should be continued on two levels:

1. Awareness and attitudinal change. Increased publicity, inservice for instructional staff, review of printed publications to eliminate sex bias, etc.
2. Support for compliance requirements. Local institutions must do more than complete forms. There must be staff development, services

for nontraditional students and selection of key personnel for leadership.

Leadership

The college should have a sex equity representative responsible for reviewing potentially discriminatory practices, analyzing the enrollment ratios and advising the staff of current research development. This representative also needs to publicize new materials, and to provide the self-assessment activities required by the Office of Civil Rights Guidelines, and to present the staff development components of the Community College Five Year Plan for Vocational Education.

College Presidents and Deans should be more fully informed about the gender equity personnel and activities on their campus. Information on the progress made toward full equality of opportunity between the sexes should be included in their reports to faculty, districts, chancellors, state and federal agencies and community groups.

The college should establish an internal working committee to identify potentially successful activities which will ensure equality of access and opportunity for all students. This committee would be the basis of a support network on campus and in the community and would include the campus sex equity coordinator. This committee should utilize the resources of state and federal projects including:

Vocational Education Equity Project (VEEP)

The VEEP staff is prepared to provide inservice training workshops for secondary schools and community colleges. These workshops focus on:

1. Awareness of sex bias, sex role stereotyping, and sex discrimination which exist in the schools.
2. Relationships between the Vocational Education Amendments of 1976 (Title IX) and the Educational Amendments of 1972 (Title IX).

3. Implications of Title II for present and current vocational education programs.
4. Grievance procedures as they apply to vocational education.
5. Information about the changing world of work.
6. Underrepresentation of women and minorities in the work force.
7. Training educators to train other educators and thus develop a network of trainers throughout the state.

For further information contact: Dr. Barbara Peterson, California State University, Fullerton. (714) 773-3141.

Community College Plan to Achieve Gender Equity (CC-PAGE)

CC-PAGE was established in November of 1979 with the goals of organizing a system whereby technical assistance for the achievement of gender equity would be provided to community college educators on each campus, and establishing a network among the one hundred six California community colleges. The colleges within the state are divided into seven regions representing specific geographical areas, and each region is coordinated by a Gender Equity Consultant. After each campus assesses local needs, the CC-PAGE staff is available to provide assistance including:

1. Updating the Guide for Assessing Compliance by Each College Regarding the Elimination of Sex Bias, Sex Stereotyping, and Sex Discrimination.
2. Assessing college progress toward attaining compliance with the federal laws regarding discrimination.
3. Identification of sex imbalanced vocational education programs (two traditionally female and two traditionally male).
4. Providing workshops for the faculty which has an imbalanced program in order to help them develop specific plans to improve gender balance. In conjunction with the campus appointed persons,

the staff will identify exemplary programs and provide technical assistance in the areas of recruitment, retention, and placement of students in vocational programs nontraditional for their sex.

For further information, contact: Dr. Virginia Lockhart, Foothill-De Anza College. (415) 948-8590

Survey Students

Each campus is unique and needs accurate information about students. A student survey is recommended for collecting data for a college specific profile of nontraditional populations. Use SAM information for follow-up. Personal contacts with students are overwhelmingly positive and productive. This is a good method for assessing the effectiveness of student services and programs. The perceptions of an entering student were very different from those of an experienced, continuing student. See Appendix 4.

Employer Participation

Employers and community groups are an essential component of sex equity efforts. The training and retraining of potential employees should reflect the needs and requirements of local business and industry. Employers are practical, knowledgeable and supportive. Strong consideration should be given to identifying affirmative action employment needs and recruiting for the appropriate classes to fill those needs. (See Appendix 7).

Advisory Committees

Form a campus sex equity advisory committee which includes a legal representative, a union representative, members of the Chamber of Commerce and service groups, religious leaders, employment development department representatives, faculty and students.

Review the composition of all existing committees, and (a) improve the gender balance of imbalanced committees, and (b) ask all committees representing

areas in which there are gender imbalances of 20% or fewer for their recommendations for improvement in gender balance.

Identify Imbalanced Programs and Underrepresented Groups.

The college efforts to be sex affirmative should focus on four to six imbalanced classes during the first year of effort. The selected classes should be widely publicized and there should be detailed information about the class gender balance in enrollment and course completion.

Computer printouts of class enrollment by sex are a vital statistical base for evaluation of recruitment efforts. If they are not available, as was the case at Pierce College, a one-by-one search in student records is MANDATORY to determine an exact profile of the participants' sex. In order to insure accurate data, staff of the program under study should not be involved in preparation of these records, because they are often too eager to please. There should, however, be ongoing support for instructors and there should be many opportunities for faculty suggestions and contributions.

Diversity of both the male and female populations indicates that more than one approach will be necessary to continue improving the ratios. It may become necessary to modify course offerings or to develop new programs, services, classes to specifically recognize sex stereotyping, overcome the effects of past discrimination and help students gain complete information about work.

Minority women and reentry women appear to be underrepresented in the nontraditional student population at Pierce College. Further efforts must be made to attract these target populations. Each college should assess the profile of currently enrolled nontraditional students to determine if the participants adequately represent the age and ethnic composition of the community.

Review of Occupational Class Offerings.

Vocational educators should examine the occupational offerings in reference to the needs of nontraditional students. Entry level classes are critical for the undecided student and should be examined in the first year of effort.

Some entry level occupational education classes are not transferable. Transfer students will be inclined to enroll in other classes, rather than occupational education, therefore we will not have the opportunity for "intervention" at the community college level. It is important to assist undecided students in the career decision-making process at this level also.

All occupational classes must have sex equity issues integrated into the curriculum. In addition, the following areas should be reviewed.

1. Course titles.
2. Course prerequisites.
3. Course descriptions and photographs.
4. Curriculum materials.
5. Class location and facilities.
6. Class time.
7. Classroom activities.
8. Staffing and role models.
9. Presence of other students of the same sex.
10. Access to work experience programs.

(The above are taken from the list of areas recommended for review prepared by Anne Boe, CC-PAGE, 5/80).

Acknowledge Success and Continue Efforts.

Assistance, public recognition and tribute should be provided for those programs that are experiencing improvement in the ratio of nontraditional students. Public praise increases the likelihood for continued success.

Many students, particularly females, have an unrealistic outlook for their future. They passively accept a personal projection which includes working for a short while, getting married, raising children and needing little or no income-producing skills other than those required to supplement the family income. This vision leads to severely lowered occupational aspirations at the time most women initially enter community college. In reality, most college women can expect to work for at least 25 years. Educators have an obligation to prepare these, and all, students to more fully realize their potentials.

Males do not seriously consider careers in their nontraditional area of interest because of the family and peer pressure to decide on more traditional goals.

In order to insure that career choices are based on interests and abilities and not on stereotyped views and external pressures, CHANGE must occur. Although the most immediate source of change comes from within, the scope of the problems of sex equity require additional pressure and advocacy for change to come from sources EXTERNAL to student groups. One of the most available and effective resources influence and promote the needed changes and attitudes is found in educators. Teachers and administrators need to be advocates for sex equity.

Becoming such an advocate does involve certain risks, however. These risks make educators vulnerable to a variety of forces:

1. Vulnerable to change in methods. Nontraditional students may require new approaches in teaching. Instructors may need to change their lecture notes, or modify their styles somewhat and give up some of the lecture notes.

2. Vulnerable to self-discovery. Because these issues tap our own latent sexism, however egalitarian we may believe ourselves to be, it can be disturbing to discover that we ourselves contribute to the very bias we are attacking. We need to analyze our use of the term of affection, "girls", our limiting opportunities for students, having lower expectations for females, giving nontraditional male students expectations that they will start at a higher level of employment and that they will move directly to a leadership level without mastery of the occupational steps expected of females.
3. Vulnerable to an adverse effect on co-workers. Advocates for sex equity may experience ridicule from their colleagues and difficulties in professional advancements. They may also be exposed to ridicule and feelings of alienation from students within their classrooms, because attitudes about sexism are sometimes held as dearly as those about religion.

Increased numbers of nontraditional students may well cause new "problems" for teaching faculty and educational institutions. The pressing question now is how to respond in creative ways to meet the challenge of providing educational opportunities that help all women and men adapt to our rapidly changing society.

There must be a commitment to CHANGE and equal opportunity. Outmoded practices and attitudes which perpetuate poverty and dependency of women and rigid expectations for men can no longer be tolerated. People and programs can and must change.

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LOS ANGELES PIERCE COLLEGE

SEX EQUITY ADVISORY COMMITTEE

Ms. Joye Adams, Broker
Neil A. Adams Associates
20969 Ventura Boulevard
Woodland Hills, California

Ms. Audrey Mainland, Manager
Employment Development Department
8211 Remmet Avenue
Canoga Park, California

Ms. Cynthia Baker, Manager
Advertising and Marketing
Hughes Aircraft
5250 West Century Boulevard
Los Angeles, California

Mr. Gordon Eisenhart, Instructor
Industrial Education
Los Angeles Pierce College

Ms. Rose Goldwater, Owner
Quality Instant Printing
22726 Ventura Boulevard
Woodland Hills, California

Mr. Don Love, Assistant Dean
Vocational Education
Los Angeles Pierce College

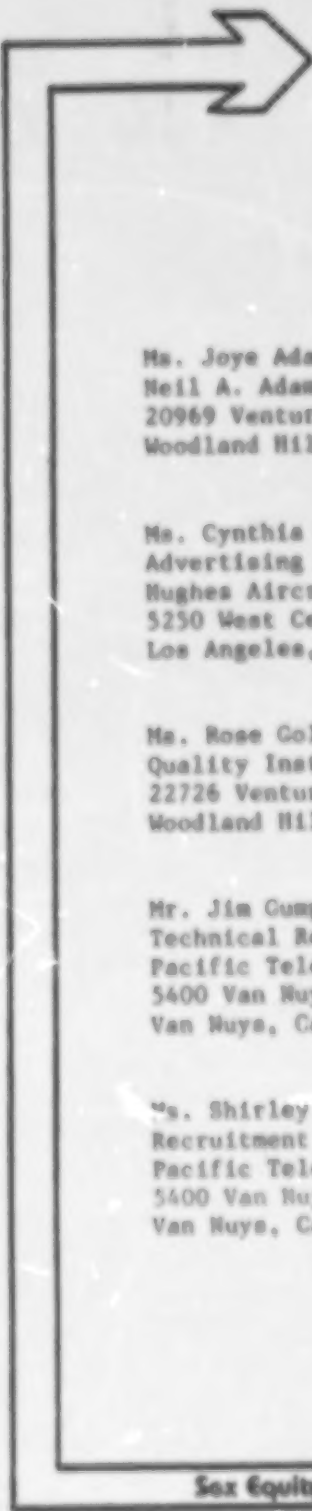
Mr. Jim Gump, Assistant Manager
Technical Recruitment
Pacific Telephone
5400 Van Nuys Boulevard
Van Nuys, California

Ms. Carol Rookstool, Director
Sex Equity Education Knowhow Project
Los Angeles Pierce College

Ms. Shirley Hill, Assistant Manager
Recruitment
Pacific Telephone
5400 Van Nuys Boulevard
Van Nuys, California

Ms. Eileen Sheff, Counselor
Los Angeles Pierce College

Sex Equity Education Know-how

SEEK 

SEX EQUITY



PROGRAM TO REDUCE SEX BARRIERS IN VOCATIONAL EDUCATION

PIERCE COLLEGE 6201 WINNETKA AVENUE WOODLAND HILLS, CA. TELEPHONE 347-0651

Campus Steering Committee

Chuck Alvarez, Chair
Computer Science Department

Kathy Basil, Chair
Office Administration Department

Lindsay Bogges, Chair
Agriculture Department

Christopher Charlton, Student
Work Experience

Barbara Fish, Director
Women's Center

Sara Harber, Coordinator
Student Employment

Rick Iwata, Coordinator
Financial Aid/EOPS

Don Love, Assistant Dean
Occupational Education

Henry Van Hoy, Chair
Business Administration Department

Sylvia Miller, Student
Reentry Program

Bob Munsey, Chair
Industrial Education

Erika Rosemark, Director
Child Development Center

Carol Rookstool, Director
Project SEEK

Gary Seigel, Instructor
Learning Skills Center

Bill Shaw, Chair
Electronics Department

Steve Sheldon, Coordinator
Office of College Research

Eileen Sheff, Counselor
Project SEEK

Connie Silver, Director
Career Center

INTERVIEWS

I. On-Campus Personnel

a. Administrators and Program Managers:

Robert Baldwin
Illustrator

Norman Chapman
Dean of Instruction

John Farhood
Coordinator, Administrative Services

Barbara Fish
Director, Women's Center

Ina Geller
Public Information Officer

Janice Goodman
Coordinator, College Development

Sara Harber
Coordinator, Student Employment

Rick Iwata
Coordinator, Financial Aid

James Lagerstrom
Director of Special Services

Jean Loucks
Assistant Dean of Instruction

Don Love
Assistant Dean of Instruction

Peter MacDougall
Dean of Student Personnel Services

Richard A. Meyer
Coordinator of Student Personnel
Services and Recruitment Committee
Chair

Chester Muzzer
Consulting Instructor
Cooperative Education
(Work Experience)

William E. Norlund
Dean of Administrative Services

Herbert Ravetch
President

Sandra Schulman
Director, Study Skills/Tutorial
Center

M. Stephen Sheldon
Coordinator, Institutional Research

Connie Silver
Director of Career Center

John Tontsch
Coordinator of Instruction,
Outreach

Bernard Van Vliet
Coordinator, Admissions and Records

Edwin Young
Assistant Dean of Student Personnel
Services & Counseling

b. Department Chairs:

Charles Alvarez
Computer Science

Kathy Basil
Office Administration

Lindsay Boggess
Agriculture

Catherine Cameron
Nursing and Allied Health

Charles Cobb
English

James Hardisty
Mathematics

Robert Runsey
Industrial Education

William Shaw
Electronics

Henry Van Roy
Business Administration

c. Faculty:

Frank Baugh
Agricultural Science

Edward Boggess
Agricultural Science

Roger Brown
Counselor

Dorley Campbell
Psychology

Jerry Clark
Office Administration

Sylvia Cohen
Office Administration

Phillip Des Marceaux
Agricultural Science

Gordon Eisenhart
Industrial Education

c. Faculty (cont.)

Bernard Feldman
Mathematics

Garo Gazurien
Art

Martin Gelber
Industrial Education

Nicholas Hubib
Philosophy
Chair, Academic Senate

Gale James
Psychology

James Johnson
Industrial Education

Kenneth Krupp
Industrial Education

Gary Kreute
Agricultural Science

Rary Muhlman
Mathematics

Irene Pam
Counselor

Marion Reid
Industrial Education

Joseph Rensf
Industrial Education

Colleen Rooney
Counselor

Isadore Rosenberg
Psychology

Bernyl Sanden
Agricultural Science

Wick Sears
Agricultural Science

Gary Seigel
Tutorial Center

Richard Skidmore
Agricultural Science

Al Van Auker
Art

Lynn Wechsler
Agricultural Science

Ron Wechsler
Agricultural Science

d. Students:

Donna Britten

Evelyn Bunn

Sal Cortez

Aida Flores

Ruth McNight

Sylvia Miller

Beverly Parros

Anastasia Rose

Edith Ryan

Pat Williams

iv. Community Professionals:

a. Business Administrators:

Eileen Braebender
Personnel and Career Counselor
Hughes Aircraft

Joan Carvell
Carvell Associates

Dennis Johnson
President, John and Associates
Marketing Consultants

b. Educational Administrators:

William D. Allen
Dean, Occupational Education
Los Angeles Community College District

Lila Aurich
Director, Women's Center
Los Angeles City College

Marilyn Brock
Assistant Dean, Occupational Education
West Los Angeles College

Arthur Cherdak
Dean of Instruction
Los Angeles Southwest College

Mary De Nuro
Sex Equity Coordinator
California Community Colleges

Marjorie Gardner
Vocational Education Consultant
California Community Colleges

B. Educational Administrators (cont.)

Dorothy Hata
Assistant Dean of Instruction
Los Angeles City College

James Hainsman
Dean of Instruction
Los Angeles Trade-Technical College

Louis F. Hilleary
Director of Instructional Services
Los Angeles Community College District

Ginger Hoffland
Coordinator of Educational Planning
Los Angeles Community College District

Mary Lee
Dean of Administrative Services
Los Angeles Valley College

Virginia Lockhart
Project Director, Community College -
Plan to Achieve Gender Equity
California Community Colleges

Anatol Mator
Dean of Instruction
Los Angeles Valley College

Edward Robings
President
Los Angeles Harbor College

Colleen Rogers
Director, Recruitment and Retention
Mount San Antonio College

Jack Smith
Dean of Instruction
Los Angeles Harbor College

Marilyn Urnston
Assistant Dean, Occupational Education
Los Angeles Trade-Technical College

Diane Van Hook
Program Director, New Horizons
Santa Ana College

Paul Whalen
Dean of Instruction
Los Angeles City College

STUDENT WORKSHOP SPEAKERS

I. Professionals

Mary Ashton
Farm Manager

Jeff Cohen
Counselor

Leslie Cook
Counselor

Judi Hockman
Women Can Win

Ken Knapp
Instructor

Edward Lewis
Instructor

Lynn Leonard
Pertec Corp

Audrey Mainland
California Employment
Development Department

Patricia McBride
Pertec Corp.

Anthony Moresi
Carnation Co.

Rozelene Pinsky
Highland Laboratory

Fam Reed
Fairchild Industries

Sandra Reed
Fairchild Industries

Leo Strahides
Instructor

Donald Thomas
California Federal Savings & Loan

James Williams
Carnation Co.

II. Students

Barbara Englander

Janet Epstein

Patricia Frank

Bonnie Maholchik

Tina Nuguff

Christi Rademacher

Patti Buffalo

Jodi Scaltredo

Toni Winner

COMMUNITY 1984:

TODAY'S PARTNERSHIP FOR TOMORROW'S ECONOMY

Colloquium for employers, educators, government representatives and students to discuss concerns about women and men entering jobs that were once considered nontraditional.

Participants

Cynthia Baker
Manager, Advertising & Marketing
Hughes Aircraft

Kathy Basil
Instruction, Office Administration

Al Bobb
Employee Relations, Teledyne

Ellen Carroll
Personnel Director,
Independence Bank

Kathy Doehrer
Service Assistant, A.D.E.P.T.

Etta Ellis
Personnel Manager, Data Products

Bill George
Technical Recruitment
Pacific Telephone

Rose Goldwater
Owner, Quality Instant Press

Lucian Haas
Southern California Field Representative
Office of Senator Alan Cranston

Sara Harber
Job Placement

Larry Horn
Instruction, Sociology

Rabbi Steven Jacobs
Temple Judea

Carla James
Personnel Coordinator
Aetna Life & Casualty Co.

Bonnie Maholchic
Student, Industrial Education

Stan McConnell
Personnel Manager
Topanga Plaza

Chet Mosser
Cooperative Education

Jean O'Connell
Personnel Representative
Data Products

Irene Pam
Counseling

Sharon Pruess
CC-PAGE

Dr. Herbert Ravetch
President
Los Angeles Pierce College

Carol Rookstool
Director, Sex Equity Project

Rita Schnier
Council Aide Third District

Lynn Wechsler
Instruction, Agriculture

ENROLLMENT BY SEX FOR "NONTRADITIONAL" CLASSES
Fall 1978 - Spring 1980

Target Classes for Females

DEPARTMENT	CLASS	FALL 1978			SPRING 1979			1978-79 TOTALS			FALL 1979			SPRING 1980			1979-80 TOTALS			INCREASE IN TARGET GROUP: (60m/60f)	
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
AGRICULTURE (Agricultural Engineering)	Ag Eng 1	N : (%) :	11 (69)	5 (31)	16	•			11 (69)	5 (31)	16	15 (50)	15 (50)	30	•			15 (50)	15 (50)	30	61%
	Ag Eng 2	N : (%) :	•			11 (65)	6 (35)	17	11 (65)	6 (35)	17	•			7 (50)	7 (50)	14	7 (50)	7 (50)	14	45%
	Ag Eng 3	N : (%) :	6 (55)	5 (45)	11	•			6 (55)	5 (45)	11	20 (80)	5 (20)	25	•			20 (80)	5 (20)	25	-49%
	Ag Eng 7	N : (%) :	•			12 (75)	4 (25)	16	12 (75)	4 (25)	16	•			9 (53)	8 (47)	17	9 (53)	8 (47)	17	88%
Department Totals		N : (%) :	17 (63)	10 (37)	27	23 (70)	10 (30)	33	40 (67)	20 (33)	60	35 (64)	20 (36)	55	26 (58)	19 (42)	45	61 (61)	39 (39)	100	18%
COMPUTER SCIENCE (Computer Technology Program)	Co Sci 52	N : (%) :	30 (86)	5 (14)	35	•			30 (86)	5 (14)	35	38 (83)	8 (17)	46	•			38 (83)	8 (17)	46	21%
	Co Sci 60	N : (%) :	29 (83)	6 (17)	35	•			29 (83)	6 (17)	35	33 (73)	12 (27)	45	•			33 (73)	12 (27)	45	59%
Department Totals		N : (%) :	59 (84)	11 (16)	70	0			59 (84)	11 (16)	70	71 (78)	20 (22)	91	0			71 (78)	20 (22)	91	38%
ELECTRONICS	E1 2	N : (%) :	92 (86)	15 (14)	107	95 (88)	15 (12)	108	187 (87)	28 (13)	215	188 (84)	37 (16)	225	170 (84)	32 (16)	202	358 (84)	69 (16)	427	23%
	E1 4	N : (%) :	127 (85)	23 (15)	150	105 (80)	26 (20)	131	232 (83)	29 (17)	261	213 (80)	54 (20)	267	180 (82)	40 (18)	220	393 (81)	94 (19)	487	12%
Department Totals		N : (%) :	219 (85)	38 (15)	257	200 (84)	39 (16)	239	419 (85)	77 (15)	496	401 (82)	91 (18)	492	350 (83)	72 (17)	422	751 (82)	163 (18)	914	20%
INDUSTRIAL ARTS	IA 10	N : (%) :	87 (88)	12 (12)	99	83 (94)	5 (6)	88	170 (91)	17 (9)	187	133 (84)	25 (16)	158	141 (80)	36 (20)	177	274 (82)	61 (18)	335	100%

* Class not offered this semester.



ENROLLMENT BY SEX FOR "NONTRADITIONAL" CLASSES Fall 1978 - Spring 1980



Target Classes for Males

DEPARTMENT	CLASS	FALL 1978			SPRING 1979			1978-79 TOTALS			FALL 1979			SPRING 1980			1979-80 TOTALS			% INCREASE IN TARGET GROUP: (male)	
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T		
ESCROW	En 1	N :	22	95	117	27	44	65	45	139	182	33	81	114	35	66	101	68	147	215	33%
		(X) :	(19)	(81)		(32)	(68)		(24)	(76)		(29)	(71)		(35)	(65)		(32)	(68)		
	En 2	N :	8	20	28	*			8	20	28	3	36	39	5	26	31	8	62	70	-62%
		(X) :	(29)	(71)					(29)	(71)		(8)	(92)		(16)	(84)		(11)	(89)		
	En 4	N :	5	6	11	*			5	6	11	5	22	27	*			5	22	27	-56%
		(X) :	(45)	(55)					(45)	(55)		(19)	(81)					(19)	(81)		
Department Totals		N :	35	121	156	27	44	65	56	165	221	47	139	180	40	92	132	81	231	312	- 1%
		(X) :	(22)	(78)		(32)	(68)		(25)	(75)		(23)	(77)		(30)	(70)		(26)	(74)		
OFFICE ADMIN	OA 35	N :	0	21	21	*			0	21	21	3	28	31	*			3	28	31	300%
		(X) :		(100)						(100)		(10)	(90)					(10)	(90)		
	OA 39	N :	0	31	31	1	30	31	1	61	62	1	49	50	0	47	47	1	96	97	-38%
		(X) :		(100)		(3)	(97)		(1.6)	(98.4)		(2)	(98)			(100)		(1)	(99)		
	OA 70	N :	*			0	19	19	0	19	19	*			0	23	23	0	23	23	0
		(X) :					(100)			(100)						(100)			(100)		
Department Totals		N :	0	52	52	1	49	50	1	82	83	4	77	81	0	70	70	4	144	151	117%
		(X) :		(100)		(2)	(98)		(1.2)	(98.8)		(5)	(95)			(100)		(2.6)	(97.4)		

* Class not offered this semester.

FINAL REPORT

Project SEEK Telephone Surveys

One of the purposes of Project SEEK was to increase enrollment of students into vocational education classes which are nontraditional for their sex. In order to identify appropriate populations and to establish effective recruitment techniques, a two-phase approach was adopted:

- (1) Develop a profile of students already enrolled in introductory nontraditional occupational classes that feed into more advanced courses, and;
- (2) Identify people who were potential nontraditional students (enrolled in other programs, undeclared majors, interested in nontraditional courses/programs, etc.)

STUDENTS ENROLLED IN NONTRADITIONAL VOCATIONAL PROGRAMS

Ten introductory occupational courses [level "D", Student Accountability Model (S.A.M.)] were selected for phase 1 of the study. Fall, 1979 enrollment data indicated gender imbalance as shown in Table 1.

A structured telephone interview for the students already enrolled in imbalanced classes was developed by the Project Staff with the help of the Director of Institutional Research. The purpose of this survey was to develop a student profile by identifying students':

- characteristics,
- career and educational plans,
- employment experience,
- interest in student services,
- evaluation of target courses,
- process for selection of nontraditional fields,
- experience with sex discrimination at Pierce College.

TABLE 1
Male/Female Distribution in Target Courses

Course	Males	Females
Agriculture 1	12 (71%)	5 (29%)*
Agricultural Business 1	19 (59%)	13 (41%)*
Agricultural Engineering 1	15 (50%)	15 (50%)*
Agricultural Engineering 3	20 (80%)	5 (20%)*
Computer Science 52	38 (83%)	8 (17%)*
Computer Science 50	33 (73%)	12 (27%)*
Electronics 2	119 (84%)	22 (16%)*
Electronics 4	160 (81%)	37 (19%)*
Escrow 1	18 (31%)*	41 (69%)
Industrial Arts 10	110 (82%)	24 (18%)*
Office Administration 31	38 (20%)*	154 (80%)
*Nontraditional Students (N = 197)		

Faculty and staff suggested questions that would help them to evaluate college programs and services. Of the 197 nontraditional students enrolled in target classes in the Fall of 1979, 125 interviews were completed between January 5 and April 15, 1980, a response rate of 63 percent. Ten students chose not to participate in the study, and 62 students were not reachable by phone or letter. Project staff were assisted by five college students and one volunteer trained to conduct interviews and record data. Interview data were coded for keypunching and computer analysis.

FINDINGS

Characteristics

The list below highlights student characteristics identified by the survey:

<u>Characteristic</u>	<u>Result (%)</u>
Gender	Females (71%)
Race	Caucasian (90%)
Native (or most fluent) language	English (92%)
Age	18-25 (62%)
Marital Status	Never married (71%)
Handicaps	None (99%)
Educational background	15 units (79%) Entering freshmen (36%) Some college (52%)
Current units	1-10 (56%)
Time taking classes	Day (57%)
Source of information about classes	Catalog/schedule (68%)
Reason for enrolling in target class	Increase knowledge (42%) Required (37%) For fun (14%)
Currently employed	Yes (81%)

Career and Educational Plans

The list below highlights student career and educational plans identified by the survey:

Reason for taking courses	Job or job change (60%)
Majors:	Imbalanced Vocational Programs under study (36%) Undeclared (21%) Transfer (19%) Other Vocational Programs (12%) Self-enrichment (12%)
Plan to take more classes	Yes (86%)
Preference for class time	Morning (43%) Evening (31%) Day (18%)

Employment Experience

The following list highlights interviewed students' employment experience:

Average hours/week worked	31+ (53%)
Types of jobs	Skilled/semi-skilled (64%)
Previous employment	Unrelated to present field of interest (59%)

Student Needs and Interest in Services

The following are highlights of interviewed students' needs and interest in services:

Problems in course completion	Job conflict (38%)
Problems expected to continue	Yes (45%)
Student Services, <u>used</u>	Counseling Center (55%) (academic, personal, vocational) Employment Center (15%) Career Counseling (10%)
Student Services, <u>anticipated use</u>	Project SEEK programs/activities (38%) Counseling Center (23%) Career Counseling (14%) Employment Center (10%)

Evaluation of Programs and Target Courses

The following are highlights of interviewed students' evaluations of programs and target courses:

College	fine, as is (60%)
Departments	fine, as is (67%)
Course*	"A" or "B" (61%) "A", "B" or "C" (86%)

* Student comments are listed in the appendix.

Selection of Nontraditional Field

Questions in this category were designed to identify the people or events that influenced nontraditional program choices. Sources of encouragement or discouragement for nontraditional students were also of interest. The following are highlights of the survey results:

Identifiable influence	None (own choice) (57%) Other people (15%) Parents (9%) Specific experiences (15%)
------------------------	---

Selection of Nontraditional Field (cont.)

Response to choice

Encouraged	Friends (24%)- based on total responses	
	Parents (23%)	"
	Teachers (16%)	"
Discouraged	Females (30%)	"
	Males (6%)	"

Experiences with Sex Discrimination at Pierce College

Highlights of survey findings:

Source of Sex Discrimination	None (88%)
	Faculty (12%)*
	Other Students (8%)*
	Materials/Texts (5%)*

* Multiple responses allowed

SIGNIFICANT RESULTS

Crosstabulations were used to analyze variation in response. Significant differences ($p < .05$) using the chi-square test were found for the following:

Females more often than males were encouraged by others, with differences significant for encouragement by male friends or teachers, fathers, brothers, mothers, female friends and female relatives;

Females more often than males anticipated job conflicts as a continuing barrier to course completion;

Females more often than males anticipated using job placement or attendance at lectures, rap groups, or field trips;

Males more often than females anticipated using personal counseling services;

Males more often than females were supporting other family dependents;

Males more often than females preferred morning classes;

Younger students more often than older students enrolled full-time, during the day, and in vocational and transfer majors;

Younger students more often than older students were single and without dependents, worked fewer hours in less skilled jobs, and reported lower levels of education;

Younger students more than older students preferred daytime enrollment;

Younger students more than older students had used the Employment Center and planned to use academic counseling, career counseling, or skill development services;

Transfer and enrichment majors most often planned to re-enroll;

Enrichment and undeclared majors most often reported job conflict as a barrier to course completion.

POTENTIAL NONTRADITIONAL STUDENTS

Phase two of Project SEEK was to identify potential nontraditional students and their characteristics. Three groups of people were initially evaluated as sources for these potential students. Group 1 was comprised of students with undeclared majors. Group 2 came from students in introductory mathematics courses, since mathematic skills are necessary for most vocational programs. Group 3 were re-entry students. Thus, the following people received information about Project SEEK activities in Fall 1979 and were invited to attend programs:

- A ten percent random sample of male and female students entering Pierce College with undeclared majors in Spring 1979,

- All students in twenty-seven sections of introductory mathematics,

- One-half of the people (953) on the Women's Center mailing list.

In the Spring 1980 semester, strategies became more focused on inequities women students appeared to experience. The following students received information about Project SEEK and were invited to visit the office and attend programs:

- A ten percent random sample of female students entering Pierce College with undeclared majors in Fall 1979,

- All female students in twenty-nine sections of introductory mathematics,

- The first fifty male and first fifty female students registering for classes as first-time students in the Spring 1980 semester.

A second structured telephone survey, similar to the one for students already enrolled, was developed by Project staff with the help of the

Director of Institutional Research. The purpose of this survey was to learn more about potential nontraditional students, especially their

- characteristics,
- career and educational plans,
- employment experience,
- awareness of student services.

Potential nontraditional students were defined as those people who responded to publicity and/or participated in Project SEEK activities. Of the 209 students thus identified, 139 completed telephone interviews, a response rate of 67 percent. Ten people chose not to participate in the interview and 60 were not reachable by phone or letter. Project staff were assisted by five college students and one volunteer trained to conduct interviews and record data. The interviews were given from October through April, coded, and keypunched for computer analysis.

FINDINGS

Characteristics

The list below highlights student characteristics identified by the survey:

<u>Characteristic</u>	<u>Result (%)</u>
Gender	Females (73%)
Race	Caucasian (85%)
Native (or most fluent) language	English (95%)
Age	18-25 (62%)
Marital status	Never married (68%)
Handicaps	None (94%)
Educational background	Some college (69%) High school diploma (13%) AA or more advanced degree (13%)
Source of information about college	Live in area (51%) Friends, relatives (32%) High school staff (16%)
Currently employed	Yes (73%)

Career and Educational Plans

The list below highlights student career and educational plans identified by the survey:

Plans for near future	Have a different job (61%) Be enrolled in school (12%) Uncertain (16%)
Major educational interest	Imbalanced Vocational Programs under study (36%)
Preference for class time	Morning (65%) Evening (25%) Day (6%)

Employment Experience

Average hours/week worked	21+ (48%)
Types of jobs	skilled/semi-skilled (58%)
Previous employment	Unrelated to present field of interest (57%)

Awareness of Student Services

Respondents were quite familiar with most student services:

Student Service	Counseling Office (99%) Career Center (91%) Financial Aid Office (88%) Women's Center (76%) Employment Office (76%) Project SEEK (73%) Study Skills Center (73%)
Programs most needed to meet educational goals	Project SEEK programs (30%) Counseling (17%) Information on Student Services (15%) Information about departments (11%) Other specified services (20%)

SIGNIFICANT RESULTS

Variables with a considerable range of response were crosstabulated by sex, age, race, marital status, and subject interest. Significant differences ($p < .05$) using the chi-square test were found for the following:

Female more than male respondents were interested in agricultural programs;

The educational levels of females were more varied than of males, with higher proportions of females than males reporting both lower and higher educational levels than average;

Younger students more often than older students preferred morning classes;

Younger students were predictably more often single, without dependents, lower in educational level, and employed part-time in unskilled or semi-skilled jobs than older students;

Single, never married students, reflecting their younger age, were more often lower in educational level and employed part-time in unskilled or semi-skilled jobs than married students;

Students interested in agricultural programs more often than others reported both below- and above-average educational levels, and indicated an interest in Project SEEK activities;

Students interested in subjects other than the vocational subjects under study more often than others preferred morning classes, were unsure of plans or planned to be enrolled in school five years hence, and reported lower educational levels.

SUMMARY

The results of the telephone survey indicated that most of the nontraditional students were female, 25 years of age or younger, unmarried (with no dependents), white, English speaking and without handicaps. The majority worked at semi-skilled or skilled jobs, 31 hours or more per week and were planning to be in a different job in the near future. They preferred morning classes, were taking 9 or less units this semester and had not accumulated more than five units. Less than half were vocational education majors.

Students had decided on their own to enter nontraditional courses/programs and were most often encouraged by friends, family and school personnel to continue in nontraditional areas. They generally were

content with the College and their departments and graded target courses as excellent or good. (Specific student comments and recommendations are included in the appendix). Only a small number of sex discriminatory incidents, most of which involved faculty members or other students, were cited by the students.

Potential nontraditional students are very similar to those currently enrolled. Only slight differences were noted in that they are a little younger; a few more are minorities; a few more have handicaps; work less hours per week and more often prefer morning classes.

The large numbers of young people (under 25) in, or interested in, nontraditional vocational education classes was surprising. Further research is warranted to determine how to attract older people into nontraditional vocational courses. The potential nontraditional student survey suggests that the large group of students with undeclared and general majors will provide an invaluable resource for increasing enrollments in vocational education programs. This group, therefore, is an important consideration in recruitment strategies.

An interesting finding was that over two-thirds of the students used the catalog or schedule of classes as primary sources of information for nontraditional vocational classes, rather than their friends or counselors. It is suggested that these college publications be examined more carefully for use as recruitment tools.

Potential nontraditional students were quite familiar with student services offered by the college. Since the awareness of student services was not assessed in the group of already enrolled nontraditional students, conclusions cannot be drawn regarding reasons for their little use of these services. A sizable number, however, did indicate an interest in career guidance and sex equity programs and services.

Perhaps the most disconcerting finding of the survey was the small number of student-reported incidents of sex discrimination. Many cases of visual, written and spoken sex discrimination, sex bias and sex role stereotyping were seen or heard by members of the SEEK staff. Student comments indicate a great lack of awareness of definitions of these categories and of the issues involved. There is a great deal of work that needs to be done with all segments of the college community, so that people will become aware of what constitutes discrimination and how to overcome it.

Evaluation of Telephone Survey as a Tool

An obvious benefit of the telephone survey was that it provided faculty and staff with information about student characteristics, needs and experiences. This information can be used in developing programs and services for nontraditional students.

The survey is also an excellent public relations and/or recruitment vehicle. The students responded to the questions very sincerely and conscientiously. They were quite impressed that someone was interested in their opinions and experiences. Additionally, 120 immediate referrals to faculty or student services were made. This mechanism for immediate attention to student needs could be used as a retention technique. It might be helpful to develop a method for verification that referral actions have been completed.

In order to make the results more timely, it is suggested that future surveys be conducted on a modified scale, by departments. College personnel or students can easily be trained to administer the questionnaires.

Sex Equity Coordinators or Vocational Education Administrators will find these surveys useful in obtaining a more in-depth picture of enrollment patterns and nontraditional student program evaluations. Current State and District reporting forms, such as VEA 47's and VEA 48's, do not provide adequate information for assessing sex equity issues, or for developing recruitment, retention, and placement strategies.

NONTRADITIONAL STUDENTS INTERVIEW

Date of Completed Interview _____ Interviewer _____

Use the following space for information about phone contact attempts, especially about (1) the subject's work schedule (e.g. works 8-5, call evenings), and (2) dates and time of phone contact attempts and results.

Complete the following section before contacting student:

1. Name _____

Address _____ Zip _____

Phone (____) _____

2. Target Course _____

Computer Science = 1

Electronics = 2

Escrow = 3

Industrial Arts = 4

Office Administration = 5

3. Sex male = 1 female = 2

4. Age

≤ 20 (1960) = 01

21-25 (59-55) = 02

26-30 (54-50) = 03

31-35 (49-45) = 04

36-40 (44-40) = 05

41-45 (39-35) = 06

46-50 (34-30) = 07

51-55 (29-25) = 08

56-60 (24-20) = 09

61-65 (19-15) = 10

≥ 66 (1914) = 11

declined to state = 00

5. Total Units Completed at _____ College

0 = 1

1-11 = 2

12-29 = 3

39-59 = 4

60 = 5

6. Units signed up for this semester

1-11 = 1

12+ = 2

BEGIN TELEPHONE INTERVIEW HERE (Speak slowly and distinctly)

"This is _____ from the _____ College Sex Equity Office. We are doing a survey of people who are enrolled in courses or programs where there has traditionally been an imbalance of males and females. May I have a few minutes of your time?"

7. What is your major? _____

Agriculture = 01	Office Administration = 06
Computer Tech = 02	Other Vocational = 07
Electronics = 03	Non-Vocational = 08
Escrow = 04	Self-Enrichment = 09
Industrial Arts = 05	Undeclared = 10

8. What time of day do you prefer to take classes?

morning = 1 evening = 2 day = 3

9. I'm going to read you a list of services available to our students. Please tell me, first, if you have heard of them, and then, if you have used them.

never heard of, never used = 0
yes, heard of, never used = 1
yes, heard of, yes, used = 2

Counseling Office (academic, personal, vocational) _____

Career Center (career counseling) _____

Child Development Center (day care) _____

Special Service Office (handicapped student's services) _____

Women's Resource Center (rap grps, programs, referrals) _____

Financial Aid Office (financial aid, work study) _____

Cooperative Education (credit for paid work experience) _____

Employment Office (jobs - school year & summer) _____

Extended Opportunity Program & Services (EOPS)
(services for disadvantaged students) _____

Veteran's Office (counseling, services) _____

Ethnic Cultural Center (rap grps, programs, referrals) _____

Project SEEK (Sex Equity Educational Know-how)
(rap grps, skill workshops, lectures, programs, field trips) _____

Study Skills Center (testing basic skills; tutoring) _____

English as Second Language Program (English instruction, support
services for non-native English speakers) _____

Health Center (information and treatment for health concerns) _____

10. Would you mind telling me your marital status? _____

single, never married = 1	divorced = 4
married = 2	widowed = 5
separated = 3	declined to answer = 0

11. Would you mind telling me your race? (If mixed, use father's) _____

American Indian/Alaskan Native = 1

Asian/Pacific Islander = 2

Black, not Hispanic = 3

declined to state = 0

Hispanic = 4

White = 5

Other = 6

_____ specify

12. What is your native language? _____

English = 1

Spanish = 2

Vietnamese = 3

Korean = 4

Chinese = 5

Arabic = 6

Other = 7

_____ specify

13. How far have you gone in school? (Mark highest level) _____

some high school = 1

high school diploma = 2

some college/certificate = 3

AA/AS = 4

BA/BS or higher = 5

14. Do you have any physical handicaps? _____

No = 0

Yes = 1

if yes, please describe _____

15. How many hours a week are you working? _____

0 = 0

1-10 = 1

11-20 = 2

21-30 = 3

31-40+ = 4

homemaker = 5

16. Please describe your job _____

unskilled = 1

semi-skilled = 2

skilled = 3

professional/supervisory = 4

homemaker = 5

unemployed = 6

missing data = 0

17. What would you like to be doing five years from now? _____

Working in my same job = 1

Working in another job in the same field

I'm working in or have worked in = 2

Working in a new field = 3

In school = 4

Other = 5

_____ specify

Not sure = 6

18. Are you taking classes to develop skills for present or future employment? No = 0 Yes = 1 _____

19. Who or what influenced you most to enter a field that is nontraditional for your sex? _____

mother = 01	female teacher = 06
father = 02	male friend = 07
other relative = 03	female friend = 08
husband/wife/boy	own decision = 09
or girl friend = 04	other = 10 _____
male teacher = 05	specify _____
	missing data = 00

20. You have been taking a class in _____ (target course).
What grade would you give that course? _____

A = 1	F = 5
B = 2	NA = 6 (dropped course)
C = 3	missing data = 0
D = 4	

Why? _____

21. Has anything gotten in the way of you completing your courses?
(read entire list) No = 0 Yes = 1

Financial problems (having to drop courses to get a job-support) _____

Educational problems (work too hard) _____

if yes, which subjects _____

Language problems (reading, understanding, socializing) _____

Job conflict (not enough time to do school work because of job responsibilities) _____

Family conflict (not enough time to do school work because of family responsibilities) _____

Health problems (had to drop because of poor health) _____

Class schedule conflict (unable to take classes at time offered) _____

22. From your experience at _____ College, can you describe a situation where you were treated differently because you are a male/female? No = 0 Yes = 1 _____

if yes, please describe _____

(22.) Further coding: No = 0 Yes = 1

Does the described discrimination involve:

faculty

administrators

counselors

other staff

other students

texts and materials

other _____
specify

23. How can your department be more helpful to you?

it's fine, no changes = 0 written response = 1

"Thank you very much for your time, and Good Luck!"

POTENTIAL NONTRADITIONAL STUDENT INTERVIEW

Date of Completed Interview _____ Interviewer _____

Use the following space for information about phone contact attempts, especially about (1) the subject's work schedule (e.g. works 8-5, call evenings), and (2) dates and time of phone contact attempts and results.

1. Name _____
Address _____ Zip _____
Phone (____) _____

2. Sex male = 1 female = 2

BEGIN TELEPHONE INTERVIEW HERE (Speak slowly and distinctly)

"This is _____ from the _____ College sex Equity Office.
We are doing a survey of people who said they were interested in courses or
programs where there has traditionally been an imbalance of males and females.
May I have a few minutes of your time?"

3. Are you currently enrolled at _____ College? No = 0 Yes = 1

4. Have you ever taken a class in:
(read entire list of identified imbalanced programs)
No = 0 Yes = 1

Computer Technology

Electronics

Escrow

Industrial Arts

Office Administration

5. What course, courses, or programs are you interested in?
(read entire list) No = 0 Yes = 1

Computer Technology	_____	_____
	specify	
Electronics	_____	_____
	specify	
Escrow	_____	_____
	specify	
Industrial Arts	_____	_____
	specify	
Office Administration	_____	_____
	specify	
Other Vocational	_____	_____
	specify	
General Education	_____	_____
	specify	

6. I'm going to read you a list of services available to our students.
Please tell me, first, if you have heard of them, and then, if you
have used them.

never heard of, never used = 0
yes, heard of, never used = 1
yes, heard of, yes, used = 2

Counseling Office (academic, personal, vocational)	_____
Career Center (career counseling)	_____
Child Development Center (day care)	_____
Special Service Office (handicapped student's services)	_____
Women's Resource Center (rap grps, programs, referrals)	_____
Financial Aid Office (financial aid, work study)	_____
Cooperative Education (credit for paid work experience)	_____
Employment Office (jobs - school year & summer)	_____
Extended Opportunity Program & Services (EOPS) (services for disadvantaged students)	_____
Veteran's Office (counseling, services)	_____
Ethnic Cultural Center (rap grps, programs, referrals)	_____
Project SEEK (Sex Equity Educational Know-how) (rap grps, skill workshops, lectures, programs, field trips)	_____
Study Skills Center (testing basic skills; tutoring)	_____
English as Second Language Program (English instruction, support services for non-native English speakers)	_____
Health Center (information and treatment for health concerns)	_____

7. Would you mind telling me your date of birth? _____

≤ 20 (1960) = 01	36-40 (44-40) = 05	56-60 (24-20) = 09
21-25 (59-55) = 02	41-45 (39-35) = 06	61-65 (19-15) = 10
26-30 (54-50) = 03	46-50 (34-40) = 07	≥ 66 (1914) = 11
31-35 (49-45) = 04	51-55 (29-25) = 08	declined to answer = 00

8. Would you mind telling me your marital status? _____

single, never married = 1	divorced = 4
married = 2	widowed = 5
separated = 3	declined to answer = 0

9. Would you mind telling me your race? (If mixed, use father's) _____

American Indian/Alaskan Native = 1	Hispanic = 4
Asian/Pacific Islander = 2	White = 5
Black, not Hispanic = 3	Other = 6
	_____ specify
declined to state = 0	

10. What is your native language? _____

English = 1	Chinese = 5
Spanish = 2	Arabic = 6
Vietnamese = 3	Other = 7
Korean = 4	_____ specify

11. How far have you gone in school? (Mark highest level) _____

some high school = 1	AA/AS = 4
high school diploma = 2	BA/BS or higher = 5
some college/certificate = 3	

12. Do you have any physical handicaps? No = 0 Yes = 1 _____

if yes, please describe _____

13. How many hours a week are you working? _____

0 = 0	21-30 = 3
1-10 = 1	31-40+ = 4
11-20 = 2	homemaker = 5

14. Please describe your job _____

unskilled = 1	homemaker = 5
semi-skilled = 2	unemployed = 6
skilled = 3	missing data = 0
professional/supervisory = 4	

15. What would you like to be doing five years from now? _____

working in my same job = 1

working in another job in the same field

I'm working in or have worked in = 2

working in a new field = 3

in school = 4

other = 5 _____
specify

not sure = 6

16. Would any of the following be helpful to you in your educational planning? (read entire list) No = 0 Yes = 1

general information about the college _____

information about _____ course/department
specify _____

information about _____ student service
specify _____

meet with _____ department chairperson/faculty member/
specify student _____

meet with a counselor to discuss classes, major, etc. _____

meet with a counselor to discuss careers _____

meet with someone about job placement _____

meet with other students who are in programs that are
nontraditional for their sex _____

take an English as Second Language Class _____

attend sex equity programs _____

take field trips to visit businesses that hire people in your
area of interest _____

other _____
specify _____

Would you like me to forward your name and phone number to _____
or tell them you are coming in?

"Thank you very much for your time, and Good Luck!"

NONTRADITIONAL STUDENT TELEPHONE INTERVIEW FOLLOW-UP

EXAMPLE

To:

From: Carol Rookstool, Director Project SEEK

Re: Referral of Student to your office.

Date:

As a result of our recent telephone survey of individuals who are interested in courses or programs that are nontraditional for their sex, we found that the person below is interested in the following:

Name _____

Address _____

_____ zip _____

Telephone () _____

___ Schedule of Classes

___ College Catalog

___ information about _____ department

___ information about _____ course

___ information about _____ student service

___ to meet with _____ department chairperson

___ to meet with a faculty member in _____ department

___ to meet with a student in _____ department

___ to meet with a counselor

___ to take ESL courses

___ to participate in the Career Exploration Program

___ information about summer jobs

The following action has been taken:

___ your name and number were given to her/him

___ he/she was referred to your office

___ other _____

INSTRUCTION MANUAL

Introduction

This instruction manual is designed for use with the accompanying telephone interview surveys. It will present general guidelines and techniques for conducting these interviews and will explain the rationale for the questions and some ways that the data which are gathered may be used. There are also some sections which explain how to code and record the data for either manual or computer analysis.

Purpose

These surveys were developed for Project SEEK (Sex Equity Education Know-how), which was conducted at Los Angeles Pierce College in 1979-1980. One of the goals of this project was to establish a profile of students who were either enrolled in, or interested in, vocational education programs which have an unequal distribution of males or females. Two telephone interview surveys were prepared. One is for students already enrolled in the nontraditional vocational education program under study, and the other is for potential nontraditional students (those who have expressed an interest in the program). The purpose of these surveys is to gather and analyze information about these students: characteristics, career and educational plans, work experience, needs and interest in student services, and experiences with sex discrimination. After the data are analyzed, they will be useful in evaluating and improving the college programs and in developing strategies for recruitment and retention of nontraditional students.

Interview Techniques

These are some general guidelines for conducting effective telephone interviews:

1. Study the definitions, descriptions, and other reference material in this manual, thoroughly. (Note: Examples provided apply to Los Angeles Pierce College and may need to be revised and/or supplemented for use at other institutions.) It is important that you understand each category of response so that you can accurately classify and record the data. Without accurate and consistent classification, the data will be of no value.

2. Study the survey questionnaire thoroughly. Be sure that you understand the intent of each question before you begin interviewing. Although most of the questions are stated simply, it is possible that a respondent may not understand, or you may receive only a partial answer to a given question. If you understand the intent of each question, you will be able to change the phrasing, as you go along, to get the necessary information.

Sometimes, the questions are written in a way that may not seem natural to you. We all have our own style of talking; and if you need to phrase your own questions, you can do so only if you completely understand why the question is being asked.

3. Get complete responses for every question. There should be no blanks on any item of the survey. It is important that you write in all specified responses, where indicated.

4. In recording data, write all numbers in the spaces marked on the extreme right of the survey sheet, opposite each question. When more than one number is required, write one digit on each space provided. Use leading zeros when necessary. For example, if response to item 7 on the Potential Nontraditional Student Interview is 1960, write "0 1" in the spaces provided.

For some questions, it may be easier for you to make notes about the response, during the call, and code it later. Be sure that these notes are detailed enough so that you can remember the response later.

5. To familiarize yourself with the questionnaire and the coding, it is suggested that you make at least two practice calls (or trials) before beginning the official interviews.

6. Each interview should be completed in between ten and fifteen minutes. Be conversational enough to get complete responses, but be sensitive to the busy schedule most students have and do not prolong the interview unnecessarily.

7. When conducting the interview, speak slowly and distinctly, so that you are more easily understood by the person you have reached. After you have completed a number of interviews, be careful to control the natural tendency to speed up.

8. It is important that the respondents feel you are taking their comments seriously. Any information they provide will be helpful for our programs.

9. Allow respondents to ask questions about any part of the survey they do not understand. If asked, explain, as fully as necessary, the purpose for the survey, or any particular question. If the respondent declines to answer any given question or even to participate in the interview, record it on the survey sheet and continue (or terminate interview). Be courteous. Do not be argumentative or insistent.

Potential Nontraditional Student Survey

Use the space provided to record information about contact attempts. Include data, time, and results of attempt (for example, phone busy, no answer, etc.) Comments about subject's work schedule or when he/she can be most easily reached are helpful, when available.

Before making call, fill out items 1 and 2.

Item 1 (Name, address, etc.)

Fill out section as completely as possible before making the call. The basic information should have been requested at the time the respondent expressed an interest in the program under study and was selected to be interviewed.

If the respondent has ever been a student at your college, student records may be able to supply missing information. It is very important that this action be thoroughly completed, because you often need or want to make a follow-up contact.

Special coding instructions: Complete all the interviews before coding names; then arrange them alphabetically and number in sequence.

Item 2 (Sex)

You cannot always determine a person's gender from his/her name. If the respondent has been a student at your college, class records may be helpful. If the information is not obtainable directly from the records, you may be able to check with one of the respondent's instructors, or fill it in after talking to the person.

Begin the interview. Remember to speak slowly and distinctly. If you reach someone other than the respondent, ask when the best time is for you to reach the respondent.

When you have reached the person you are calling, begin by saying, "This is (your name) from the (your college) Sex Equity office. We are doing a survey of people who said they were interested in courses or programs where there has traditionally been an imbalance of males and females. May I have a few minutes of your time?"

If the person declines to participate, thank him/her politely and hang up. If he/she is hesitant to continue, or has questions about the purpose of the survey, explain that the information will be confidential and that the responses will be very helpful in improving college programs. If the student agrees, continue the interview.

Item 3 (Current enrollment)

This question will help you know more about the respondent and whether he or she might be aware of college programs and services.

Item 4 (Familiarity with programs under study)

Read the entire list of programs under study, one at a time, and record the answer. This information will help assess previous involvement in specific programs and may be useful for recruitment and/or retention.

Item 5 (Programs of interest)

Read the entire list. Write down all specific classes mentioned by the respondent in each area. This question may be useful in determining the effectiveness of publicity or recruitment activities.

Note: The General Education category includes all others not listed.

Item 6 (Awareness and use of student services)

We want to know two things: one, how many people are aware of each service; and, two, how many people have used each service. We are trying to determine what student needs are, what their involvement with student services has been, and possibly what areas to improve first.

Items 7, 8, 9 (Age, marital status, race). These are basic information questions.

If respondent declines to answer any item, indicate so, and continue.

Note: Item 7. Age range to be coded is listed first. Corresponding years of birth appear in parentheses (initial calculations made in Fall 1979).

Note: Item 9. Don't mention "mixed" unless respondent brings it up.

Use the following ethnicity definitions:

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

Asian - Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.

Black, not Hispanic: A person having origins in any of the black racial groups of Africa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Item 10 (Native language)

This question may be helpful in determining need for English as a Second Language program and for identifying any large segments of non-English-speaking populations in your community.

Item 11 (Educational background)

If the person has taken at least one course, even if it is the one in which he/she may be currently enrolled, consider that he/she has had "some college." This applies even if he/she has not received a high school diploma. Remember to mark the highest level.

Item 12 (Physical handicaps)

Only officially designated handicaps count here. Broken bones do not qualify for this category. Generally, a poor health or physical condition which limits or restricts college activities and persists over an indefinite period of time is considered a handicap. If you cannot decide, write down the response, and check with your coordinator after the interview is completed.

Item 13 (Work experience)

Note: "Homemaker" may be male or female.

Item 14 (Type of job)

Use these codes in describing the job which the respondent presently holds. They represent broad, general categories into which specific jobs can be placed. Examples have been given for each code. If there is a question in your mind about how a given job can be fitted into a category, consult your supervisor.

Homemaker: A person who has primary responsibility for care of the home and/or children and who does not have a full- or part-time job.

Unskilled worker: A person holding a job for which no training is required beyond a half hour or so by the supervisor. Unskilled workers have jobs like dishwashing, gas pumping, cleaning and polishing floors, outdoor maintenance jobs like lawn-mowing, and the like.

Semi-skilled: Semi-skilled workers are those who hold jobs through on-the-job learning, jobs which do not require vocational training, such as that in welding or auto-mechanic courses. Semi-skilled workers might be rough carpenters, "helpers" in various trades such as plumbing, waiters and waitresses, short-order cooks, filing clerks, receptionists, supermarket checkers, and other retail workers (sales persons) who deal with the public.

Skilled: Skilled workers hold jobs requiring skills which can be learned only through some intensive training. Skilled workers would include plumbers, electricians, auto-mechanics, welders, finish carpenters, restaurant chefs, real estate brokers. If it is necessary to obtain a certificate to do the work, the job falls into this category, even though not all such work requires a certificate.

Professional supervisors: Professional and supervisory persons hold jobs which generally require a B.A. or B.S. or more, and/or are those who are responsible for a number of workers under them. Members of the professions (e.g., law, medicine) fall into this category as well as those who hold middle management positions, and above (e.g., office managers, executives in corporations, and the like). Forepeople and similar persons in the skilled trades do not fall into this category. Supervisors at this level generally supervise either skilled workers in office occupations, or they supervise the work of other supervisors.

Item 15 (Goals for near future)

Ask the question and talk with respondent until you have enough information to code the answer. Do not read the list of categories. Base your evaluation on a comparison of respondent's current job (or previous job if not now working) and his/her expressed goals. If you are not sure, you can read the response you have chosen and see if respondent agrees.

Item 16 (Help in educational planning)

This may be especially helpful to non-students. From the earlier interview responses you may be able to select the most appropriate services available. Be sure to read the entire list.

If a meeting is requested with any of the indicated college personnel, ask if respondent would like you to give her/his name and phone number to the appropriate staff person, or to tell such person that respondent will be coming to her/his office. After the interview, fill out any necessary referral pages (see sample forms).

Be sure to thank respondent for taking time to help us by participating in this interview.

Nontraditional Student Survey

Use the space provided to record information about contact attempts. Include data, time, and results of attempt (for example, phone busy, no answer, etc.) Comments about subject's work schedule or when he/she can be most easily reached are helpful, when available.

Before making call, fill out items 1 - 6.

Item 1 (Name, address, etc.)

Fill out section as completely as possible before making the call. The basic information should have been requested at the time the respondent expressed an interest in the program under study and was selected to be interviewed.

If the respondent has ever been a student at your college, student records may be able to supply missing information. It is very important that this action be thoroughly completed, because you often need or want to make a follow-up contact.

Special coding instructions: Complete all the interviews before coding names; then arrange them alphabetically and number in sequence.

Item 2 (Target course)

Indicate program under study.

Item 3 (Sex)

You cannot always determine a person's gender from his/her name. If the respondent has been a student at your college, class records may be helpful. If the information is not obtainable directly from the records, you may be able to check with one of the respondent's instructors, or fill it in after talking to the person.

Items 4, 5, 6 (Age, units)

This information should be available from student records.

Begin the interview. Remember to speak slowly and distinctly. If you reach someone other than the respondent, ask when the best time is for you to reach the respondent.

When you have reached the person you are calling, begin by saying, "This is (your name) from the (your college) Sex Equity office. We are doing a survey of people who said they were interested in courses or programs where there has traditionally been an imbalance of males and females. May I have a few minutes of your time?"

If the person declines to participate, thank him/her politely and hang up. If he/she is hesitant to continue, or has questions about the purpose of the survey, explain that the information will be confidential and that the responses will be very helpful in improving college programs. If the student agrees, continue the interview.

Item 7 (Major)

Ask the question and record the answer on the line provided. Code the response later if necessary.

Item 8 (Time preferences for taking classes)

This will help with the scheduling of classes in future semesters.

Item 9 (Awareness and use of student services)

We want to know two things: one, how many people are aware of each service; and, two, how many people have used each service. We are trying to determine what student needs are, what their involvement with student services has been, and possibly what areas to improve first.

Items 10, 11 (Marital status, race). These are basic information questions.

If respondent declines to answer either item, indicate so, and continue.

Note: Item 11. Use the following ethnicity definitions.

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, or who maintains cultural identification through tribal affiliation or community recognition.

Asian - Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam.

Black, not Hispanic: A person having origins in any of the black racial groups of Africa.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race.

White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Item 12 (Native language)

This question may be helpful in determining need for English as a Second Language program and for identifying any large segments of non-English-speaking populations in your community.

Item 13 (Educational background)

If the person has taken at least one course, even if it is the one in which he/she may be currently enrolled, consider that he/she has had "some college." This applies even if he/she has not received a high school diploma. Remember to mark the highest level.

Item 14 (Physical handicaps)

Only officially designated handicaps count here. Broken bones do not qualify for this category. Generally, a poor health or physical condition which limits or restricts college activities and persists over an indefinite period of time is considered a handicap. If you cannot decide, write down the response, and check with your coordinator after the interview is completed.

Item 15 (Work experience)

Note: Homemaker may be male or female.

Item 16: (Type of job)

Use these codes in describing the job which the respondent presently holds. They represent broad, general categories into which specific jobs can be placed. Examples have been given for each code. If there is a question in your mind about how a given job can be fitted into a category, consult your supervisor.

Homemaker: A person who has primary responsibility for care of the home and/or children and who does not have a full- or part-time job.

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Semi-skilled: Semi-skilled workers are those who hold jobs through on-the-job learning, jobs which do not require vocational training, such as that in welding or auto-mechanic courses. Semi-skilled workers might be rough carpenters, "helpers" in various trades such as plumbing, waiters and waitresses, short-order cooks, filing clerks, receptionists, supermarket checkers, and other retail workers (sales persons) who deal with the public.

Skilled: Skilled workers hold jobs requiring skills which can be learned only through some intensive training. Skilled workers would include plumbers, electricians, auto-mechanics, welders, finish carpenters, restaurant chefs, real estate brokers. If it is necessary to obtain a certificate to do the work, the job falls into this category, even though not all such work requires a certificate.

Professional supervisors: Professional and supervisory persons hold jobs which generally require a B.A. or B.S. or more, and/or are those who are responsible for a number of workers under them. Members of the professions (e.g., law, medicine) fall into this category as well as those who hold middle management positions, and above (e.g., office managers, executives in corporations, and the like). Forepeople and similar persons in the skilled trades do not fall into this category. Supervisors at this level generally supervise either skilled workers in office occupations, or they supervise the work of other supervisors.

Item 17 (Goals for near future)

Ask the question and talk with respondent until you have enough information to code the answer. Do not read the list of categories. Base your evaluation on a comparison of respondent's current job (or previous job if not now working) and his/her expressed goals. If you are not sure, you can read the response you have chosen and see if respondent agrees.

Item 18 (Classes for employment)

We are interested in respondent's reasons for being in school, especially with regard to whether he/she is planning to use his/her current education in a specific job.

Item 19 (Influence to enter nontraditional field)

This question will help identify significant role models and experiences which were important in influencing respondent to enter the field under study (or a related field). The information may be helpful in developing recruitment activities. Ask the question, but do not read the list of potential responses. You may, however, need to give an example to help the respondent understand the question. Record the answer or answers, and code later if it cannot be done quickly during the interview.

Item 20 (Student evaluation of course under study)

This information applies to the course or program under study, and will be helpful in improving our programs and increasing retention. Encourage the respondent to share any specific impressions and experiences of the class which contribute to the over-all evaluation (i.e., instructor, material, etc.)

Item 21 (Circumstances which interfere with continuing education)

We are interested in any special problems which prohibit the student's continuing education. Read the entire list of problem areas, one at a time, and record each answer.

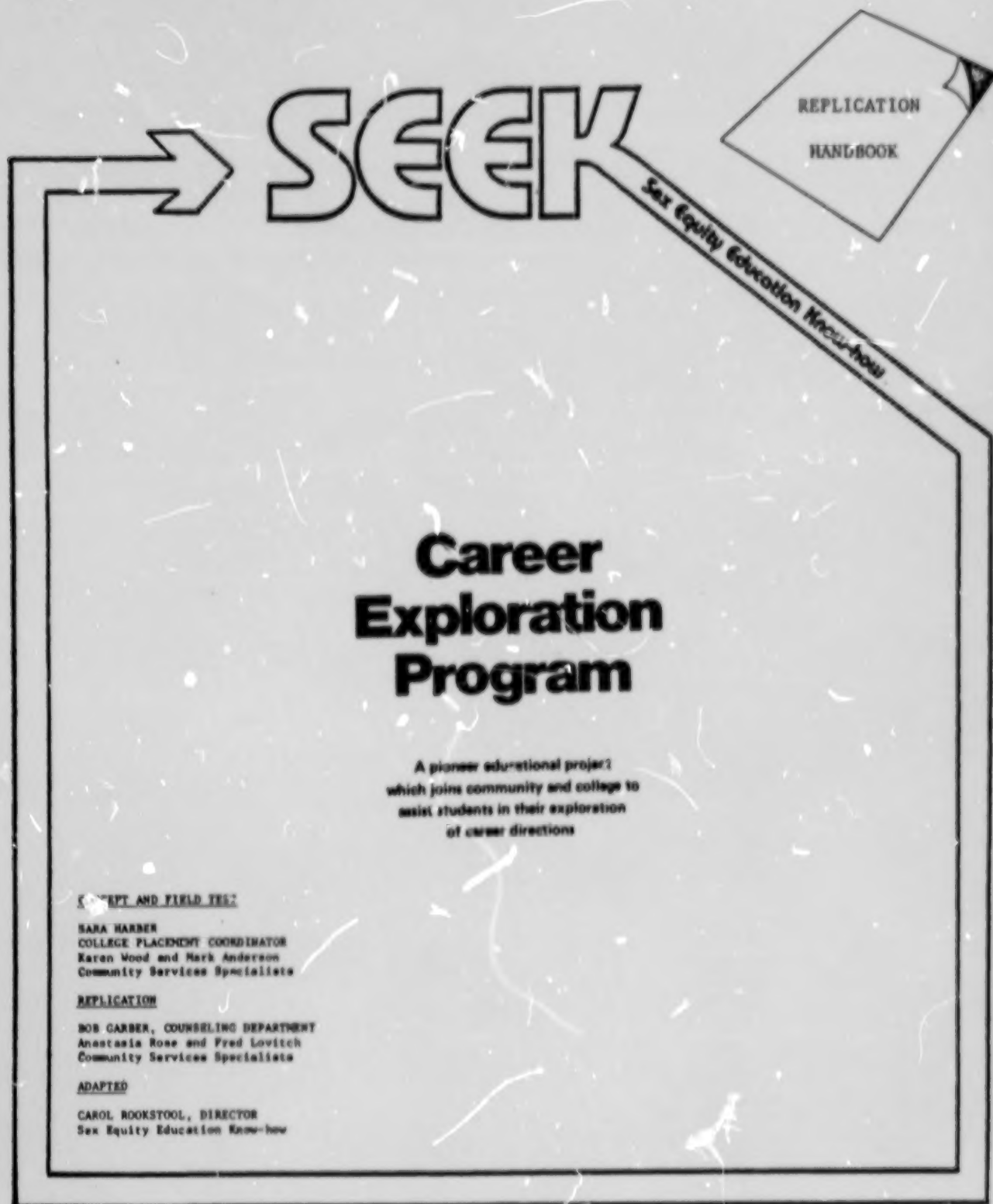
Item 22 (Sex discrimination)

We are interested in learning about any experiences the student has had with sex discrimination, sex bias, and sex role stereotyping at the college. Record the student's experiences, making sure you jot down people or materials involved (from Code). Code the answers after the interview.

Item 23 (Departmental help)

In order to improve the department or program under study, any information the student can think of will be helpful. Encourage him/her to share any special concerns he/she may have. Be sure to thank the student for helping by taking time to participate in this survey.

NOTES



Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371

CAREER EXPLORATION PROGRAM

Background

In July 1977 Sara Harber, Program Director of the Career Exploration Program (CEP) and Career Technician at West Los Angeles College, conceptualized a program for on-site career observation by students. The Counseling Chairperson, realizing that the proposal had value for counseling improvement, presented it to the Los Angeles Community College District's Counseling and Guidance Committee. With this committee's approval, the program was submitted to the District Board of Trustees, which approved funding. The Career Exploration Program began on March 20, 1978, when Karen Wood, Community Coordinator for the program, was hired. Implementation of a program of considerable scope was then initiated.

Community contacts were developed from several sources, beginning with resources available at West Los Angeles College. The Assistant Dean of Career Education facilitated contacts with the advisory committees of the college career education programs. The Placement Interviewer cooperated by making available the files of the Placement Office. The Project Director of the Lifelong Learning Center provided a comprehensive list of resources. The Captain of Safety and Police Services contributed the membership lists of several service organizations.

Another major source of site development resulted from presentations before local service organizations by both Sara Harber and Karen Wood: the Chamber of Commerce, the Culver City Optimists, the Kiwanis, and the Coordinating Council of Culver City.

The Los Angeles Pierce College Special Services office replicated the Career Exploration Program after Ms. Harber transferred to Pierce College in May, 1979. More than 120 employers agreed to provide on-site observations for students.

As its success became well known in the college community, CEP expanded, to serve special student populations such as the Indo-Chinese Refugee Program and Project SEEK, a model program to reduce gender-based barriers to the recruitment, retention and placement of nontraditional students.

Carol Hookstool, Director
Project SEEK
Los Angeles Pierce College
August, 1980

For further information, contact:

Sara Harber
Placement Coordinator
Pierce College
6201 Winnetka
Woodland Hills, CA 91371
(213) 347-8453 or
(213) 347-0551, ext. 217

CAREER EXPLORATION PROGRAM

Replication Handbook

The purpose of this handbook is to encourage Student Services Personnel to utilize the expertise of persons in businesses and professions as resources for student career development. By presenting a step-by-step example of the implementation process, the handbook will facilitate adaptation to the college structure.

OBJECTIVES FOR STUDENTS

- To provide realistic awareness of careers.
- To reduce student attrition by providing more relevant educational/career experiences.
- To reduce the numbers of undeclared students through participation in this program.
- To provide the student the opportunity to supplement course work by direct observation of work situations in local businesses and industries.

CAREER EXPLORATION



Attending students



Entering students



Leaving students

PURPOSE

The Career Exploration Program offers students a unique opportunity to observe on-the-job realities of specific occupations. This can be an invaluable decision-making factor for students who have not declared a college major or expressed a career direction. By providing exploratory experiences with business, industry, various professions, and government agencies, possibilities for career options are expanded to many students, regardless of course of study.

Students can view and experience specific work environments in relation to themselves, their values, and their individual personality. Occupational observation offers the opportunity to gain first-hand knowledge of the actualities of occupations: the pros and cons, the day-to-day activities, the rewards and the disappointments. The Career Exploration Program complements other Student Personnel Services, which may include interest testing, personalized counseling, written sources of information, or programs of speakers from specialized occupational areas. C.E.P. enhances all of these Services by clarifying and demystifying career expectations.

This program meets the needs of large numbers of students who are seeking career direction and need realistic information. Students expand their career information, utilizing the community as a laboratory and observation site. The need for realistic information can be best satisfied through direct experience with jobs, workers, and work sites, where students will learn about occupations from members of the community who have developed expertise through years of successful experience. Community employers are willing to participate in College-sponsored programs for the benefit of students. The key to establishing contact is developing good will by presenting our program with sincerity and conviction. Our contacts now realize that education extends beyond the confines of our college.

The need for vocational exploration and information is particularly critical for handicapped students, disadvantaged students, and men and women seeking training to enter non-traditional employment fields.

For these identified student populations, the lack of career-related information and experiences is compounded by special circumstances. For each of these groups, a history of discrimination in the work place has served to shape negative attitudes and limited expectations about the types of careers appropriate and available to them.

Also, face-to-face contact with special groups of students may change stereotypical attitudes of employers. Since this program does not involve commitment to hire students, participants can meet in a relaxed and accepting environment. The absence of tension permits a free exchange of employment realities and students' exploration.

THE PROCESS

Take the Steps to Success



ENTHUSIASTIC STAFF

The nature of the Career Exploration Program requires one individual to handle interviewing, record keeping, and evaluation of the program. In addition, the public relations aspect of this program must be established in the community and with students. Effective and personalized site placement for interested students will establish community good-will and cooperation. A team of counselors, teachers, or volunteers will strengthen the project, but A LEADER IS NEEDED!

MOTIVATE EMPLOYEES/ESTABLISH SITES

The process for establishing sites for the program begins with a letter of introduction to prospective participants. This is followed by a phone call to arrange an appointment with the Coordinator, who will explain the program in detail and will arrange the specifics for that particular business setting. (Appendix A contains suggested Employer forms.)

PUBLICIZE

Publicity for the Career Exploration Program should appear in the College Catalog and in a Counseling Services Brochure. In addition, the faculty should receive an announcement and explanation of the program when the semester is in progress. C.E.P. must also be publicized in all campus media. Sample publicity is located in Appendix B.

REFER STUDENTS

All student referrals should be made through the Career Center or a similar Student Service. A Site Manual (Appendix C) will be developed and maintained by the Program Director, and the information will be available to students interested in particular careers. Program personnel must make an individual appointment for the student with the business person at the occupational site.

The referral process of students includes an initial student interview to determine career interest.

Orientation Interview

1. Counselor explains purpose and goals.
2. Students will identify occupational area of interest.
3. Students will complete an **agreement** form and review the evaluation that must be returned to S.E.E.K. after the field visit.

A second interview with students is necessary prior to the site visitation, to review interviewing techniques, provide information on the career area, and complete student forms (Appendix D). Students should be encouraged to take the responsibility for a career search and to utilize materials available on campus. A follow-up interview with the student should be scheduled, to determine the usefulness of the observation and perhaps to offer suggestions of other sites for the student to visit.

KEEP RECORDS/MAINTAIN COMMITMENT

Records must be kept of all students involved in the program as well as of all observation sites (employers). A follow-up contact should be made to employers, to express appreciation for allowing the student to explore career options. Both the students and the employers should be asked to offer any suggestions they have for changes and/or for improvements.

EVALUATE

The evaluation form serves as an instrument to document the value of the experience as it impacts upon the student's career focus. Samples of representative site experiences are included in Appendix E. The continuation of the program depends on the completion of the evaluation forms and thoughtful evaluation of the contribution to student success.



REFLECTIONS

The process of developing this program has resulted in several benefits in addition to its original purpose. This is especially remarkable considering the fact that people offering sites receive nothing tangible in return and yet are willing to share their time and knowledge of their field. Business people have asked if we have a placement office on campus, have expressed an interest in hiring college students for available part-time jobs, and have placed job orders with the Placement Office. In addition, several have offered to appear on campus to speak to students about their careers.

Many of the business people with whom we talk are showing a keen interest in college sponsored program and are pleased to be asked to share their expertise with students.

The Career Exploration Program is a vehicle for reaching the goal of providing reality-based information for students making career choices, while bringing together the College and the community. In addition, we feel that the positive response we are receiving in the community is the result of personal contact with community business members who represent a previously untapped resource of support for Los Angeles Pierce College.

EXAMPLE

Dear

A new and exciting Career Exploration Program is being developed by the Career Center at Los Angeles Pierce College, and we need your help to make this program a success.

Los Angeles Pierce College has many qualified students who need the opportunity to experience real work environments before making career choices. The expertise you have in your field can be an extremely valuable source of information for these students. In addition, the opportunity to observe a real work situation for a short period provides the student with valuable input for career decision making.

Your community college, Los Angeles Pierce College, wants to increase the positive involvement of students in our community and to bridge the gap for these people from the academic setting to the real world. We hope you will want to become a part of this pioneering educational experience, which will involve no cost to you. The time involved will be determined by you and your schedule.

Our Community Project Coordinator will be calling you shortly, to set up a convenient time to get together and explain the program.

Yours truly,

_____ _____ _____	Place Stamp Here
WEST LOS ANGELES COLLEGE CAREER PLANNING CENTER 4800 FRESHMAN DRIVE CULVER CITY, CA 90230	
SARA HARBER Program Director, Career Exploration Program	

SAMPLE
ENCLOSURE

Yes, I'm interested in West Los Angeles College's Career Exploration Program. Please have a representative of the Program contact me.			
NAME _____			
TITLE _____			
ORGANIZATION _____			
ADDRESS _____			
TELEPHONE _____			
HOURS AVAILABLE _____			

CEP SITE
LOS ANGELES PIERCE COLLEGE
CAREER CENTER

DATE OF INTERVIEW: _____

PROFESSIONAL DESIGNATION: _____

NAME OF COMPANY: _____

ADDRESS: _____

PERSON TO CONTACT: _____

TITLE: _____

TELEPHONE NUMBER: _____ EXT. _____

HOURS OF OBSERVATION: _____

OBSERVE: _____

COMMENTS: _____

To prepare a site index, it is suggested that the manual be organized according to either the Kirk and Michels Industrial Designation System for Career Centers, or according to the Dictionary of Occupational Titles.

The index should be consistent with the established career information system on your campus.

CAREER EXPLORATION PROGRAM

Site Manual

EXAMPLE
of a suggested Index
for a Site Manual

1. A. Agriculture

1. A. 1. Agriculture Horticulture	1
1. A. 2. Agriculture Veterinary	3

(more categories can be added)

1. B. Arts and Letters

1. B. 1. - - - - -	6
1. B. 2. - - - - -	8

1. C. Business

1. C. 1.	
1. C. 2.	

1. D. Education and Welfare

1. D. 1.	
1. D. 2.	

1. E. Engineering and Architecture

1. E. 1.	
1. E. 2.	

1. F. Government and Law

1. F. 1.	
1. F. 2.	

1. G. Health

1. G. 1.	
1. G. 2.	

1. H. Industrial Trade and Service

1. H. 1.	
1. H. 2.	

1. I. Science

1. I. 1.	
1. I. 2.	

(Continue as example above.)

CAREER EXPLORATION

SITE MANUAL
SAMPLE PAGE

PROFESSIONAL DESIGNATION:

SITE:

PERSON TO CONTACT:

HOURS:

OBSERVE:

VOCATIONAL OPPORTUNITY:

Animal Health Technology

PROFESSIONAL DESIGNATION: Animal Health Technologist

SITE: Northridge Pet Hospital
8615 Lindley Ave. near Parthenia
Northridge, CA 91311PERSON TO CONTACT: Trudy, Diana or Cathy - Receptionists
885-8323

HOURS: Hours to be arranged.

OBSERVE: Treatment of animals - observe Surgical
techniques - can observe examination procedures. Will
have opportunity to talk with Dr. Phipps. Can also ob-
serve boarding and tour back kennel. Can observe feeding.VOCATIONAL OPPORTUNITY: 1) Veterinarian Assistant
2) Veterinary Nurse



West Los Angeles College
4800 Freshman Drive
Culver City, California 90230

Telephone 836-7110

Dr. Herbert Zeitlin, President
Dr. Stephen S. Kark, Dean, Student Personnel Services
Kay Mancusi, Counseling Chairperson
Paul Zollner, Counselor / Director, Career Planning Center



One of nine Los Angeles Community Colleges

For further information please contact

Sara Harber

Career Exploration Program Director

Karen Wood

Community Coordinator

**WEST LOS ANGELES COLLEGE
CAREER PLANNING CENTER**

Telephone 836-7110 x355 / 8 am -4:30 pm

Non-Discrimination Policy

The Los Angeles Community College District, in compliance with civil rights legislation, hereby asserts that it does not discriminate on the basis of race, color, national origin, ancestry, creed, sex, age or handicap in its employment programs and activities. Inquiries regarding the application of this policy may be directed to the Director of Human Development, Telephone 380-8000, x315.

WEST LOS ANGELES COLLEGE

Career Exploration Program

A pioneer educational project
which joins community and college to
assist students in their exploration
of career directions



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CHARTING A CAREER COURSE

The choice of a fulfilling and relevant career requires input from many sources. The Career Center at West Los Angeles College provides career counseling, interest testing, and occupational information. In addition to these resources, students need the experience of first-hand, on-site, observation. The experience can be the final dimension crucial to charting a career course.

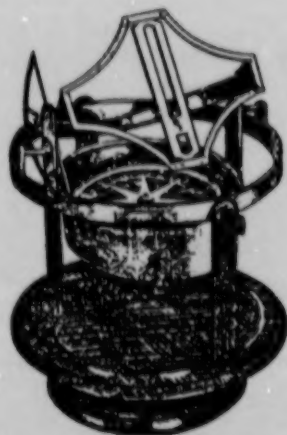
The process of making a career choice is relating the self to the world of work. Through the Career Exploration Program, students will have the opportunity to realize the pragmatics of a specific work environment and how they perceive themselves in that environment.

EXPLORING CAREER REALITIES

As an expert in your field, you can open the door to reality for students trying to make career decisions. By allowing a student to observe your work environment at a time convenient for you and sharing briefly some of the knowledge you have gained about your field through experience, you are adding to the student's input of information for career decision making.

In addition, you are investing in the future of our community by assisting an individual student to see the activities of your field; the pros, cons, rewards and compromises. We hope to alleviate the problems of "square pegs in round holes." The more informed the student is, the more intelligent decision he or she can make.

We at the Career Center recognize we are asking for your most valuable commodity, time, but a small investment of time on your part can make the difference between the **chance** of an unfulfilling job and the **choice** of a realistic, productive career for an aspiring member of our community.



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SAMPLE LETTER TO FACULTY/STUDENTS

THE CAREER EXPLORATION PROGRAM

The Career Exploration Program has grown to become one of the most exciting and dynamic opportunities available at the Career Center.

Designed to aid students in selecting and formulating realistic career objectives, the program allows participants to observe first-hand the realities of the working world in an occupation of interest to them. Over 100 sites are now available for them to visit, covering approximately 80 occupations.

Many students have taken advantage of this opportunity, and have come away with varying conclusions. One student (in Business Administration) wrote:

"Before this exploration, my expectations of my career were quite vague. The Career Exploration Program is an excellent program, and I appreciate the opportunity it gave me to obtain so much valuable information. (Yes, I'm still interested in preparing for this career.)"

Another student (in Speech Therapy for the Deaf) explained:

"After witnessing the reality of the work environment, I realized this career was not for me. . . the reality was completely different from what little expectation I had."

Two opposite conclusions which have one thing in common: both came in touch with reality and based their decisions on actual facts, not just idealistic dreams. As another student correctly concluded, "Observations clarify things."

New sites which have been recently developed include:

1. Kaiser Permanente Medical Center
2. Hit City West Recording Studio
3. KXLU Radio Station
4. Dean Witter Reynolds (Stock Brokerage)
5. Southern California Automobile Club

For interested faculty, we shall be glad to present a brief five-minute program description, to any class. Recently, an entire Business Law class visited the County Court, through the program, not only observing the courtroom, but also participating in a personal interview with Judge Troost in his chambers.

So, no matter at what stage of career exploration you are, the Career Exploration Program has something for YOU!

Please contact the Career Center for more details.

Sara Harber, Director
Career Exploration Program



Entering



Attending



Leaving

CAREER EXPLORATION PROGRAM

Career Occupations

Currently Available for Observation

EXAMPLE

Floriculture and Nursery Work
 Home Economics
 Veterinarian
 Graphic Designer
 Journalism
 Librarian
 Music Therapist
 Technical Illustration
 Advertising Consultant
 Advertising-Sales
 Banking Operations
 Business Management-
 Automobile Agency
 Certified Public Accountant
 Computers: Electronics-
 Hardware
 Computer Programmer
 Consumer Affairs-Marketing
 Data Processing
 Escrow
 Insurance Sales
 Legal Secretary
 Marketing Representative
 Management
 Public Relations
 Marketing Director
 Real Estate-Commercial
 Real Estate-Home
 Real Estate Broker
 Retail Management
 Sales Promotion
 Sales Representative
 Sales Supervision

Savings and Loan
 Secretary
 Service Representative
 Small Business Management
 (Hardware Store)
 Small Business (Art Shop)
 Small Business (Drapery)
 Small Business (Moving
 Company)
 Telephone Company Careers
 Early Childhood Education
 Education for Handicapped-
 Children
 Gerontology-Recreation
 Marriage and Family Counselor
 Physical Education-Recreation
 Recreation, Parks and
 Recreation Department
 Social Service-Rehabilitation
 Aerospace Industry
 Architect
 Electronic Technician-
 Computers
 Engineer-Product
 Engineer-Quality Assurance
 Administrative Law
 Administrator-Court
 Federal Service
 Fire Department
 Judge
 Lawyer
 Mediation-Alternative to Law
 Career
 Police

Public Administration
 State Employment-E.D.D.
 Allied Health Fields
 Chiropractor
 Gerontology
 Health Care Administrator
 Health Education
 Health Service-Alcoholism
 Industrial Safety
 Occupational Therapist
 Optometrist
 Nursing-Home Care
 Nursing-Hospital
 Paramedics
 Pharmacist
 Physical Therapist-Home Care
 Physical Therapist-Hospital
 Rehabilitation-Hospital
 Radiology
 Social Worker
 Speech Therapist
 Air Traffic Controller
 Customer Engineer
 Electronics-Consulting Firm
 Electronics Technician-
 Aviation
 Electronics Technician-
 Computers
 Electronics Technician-
 Television
 Hospitality Field
 Installation Technician-
 Telephone
 Travel Careers



SEX EQUITY PROJECT
CAREER EXPLORATION PROGRAM
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

REFERRAL FORM

Site _____ Date _____

To: _____

With your permission, our student _____
from Los Angeles Pierce College, will be assigned to you during the
period _____. This Career Exploration
Program is designed to give the student firsthand, on-site occu-
pational information by observation of the scope of activities in
a selected field of interest. The student is interested in all
aspects of your work environment which are possible for him/her
to observe.

If some question should arise regarding this student, or if an
emergency should occur, the Career Exploration Program (Sex Equity
Office) should be contacted. The phone number is 347-0551 ext. 452.



Career Exploration Program
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

PROJECT S.E.E.K.

Career Exploration Program

Dear _____

We hope your visit to an occupational site in the community
helped you obtain useful career information. Your evaluation of the
site you visited and of the Career Exploration Program is very important
to the continuation of this program. We want to know if the program
is meeting your needs. Let us know, by returning your evaluation form
to the Sex Equity Project (Bungalow 19) or by mail to the above address.
attention: Sex Equity, Career Exploration Program.

Thank you



PROJECT S.E.F.K.
LOS ANGELES PIERCE COLLEGE
CAREER EXPLORATION PROGRAM

CONTRACT FOR

STUDENT'S RESPONSIBILITY

You are participating in the Career Exploration Program which will provide you with the opportunity to meet with experts in business and industry. These people are sharing their time voluntarily and as a recipient of their expertise you have certain responsibilities.

Please remember that the quality of your participation will insure the continuation of this program. Consequently we request adherence to the following rules; failure to comply will result in refusal to allow you to utilize this program for future career exploration. I agree to the following:

1. Be On Time For Appointment
2. If You Cannot Make The Appointment BE SURE TO CALL THE SITE
3. Be businesslike In Attitude and Attire
4. Return Evaluation Sheet to The Sex Equity Project, (Bungalow 19) or mail to: Attention: Sex Equity, Career Exploration Program, Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371.

Signed _____ Date _____

Witness _____

EXAMPLE



PROJECT S.E.E.K.
CAREER EXPLORATION PROGRAM
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

WAIVER OF RESPONSIBILITY

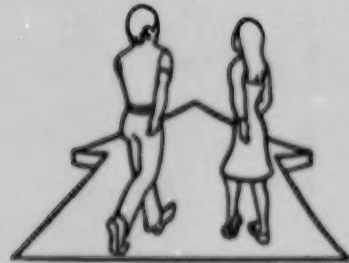
I understand that as a voluntary participant in the Career Exploration Program, I agree to and do hereby indemnify and hold harmless Los Angeles Pierce College of the Los Angeles Community College District and _____ from _____ every claim or demand made, and every liability, loss, damage, bodily harm of any whatsoever, which may be incurred by reason of my participation in the Career Exploration Program.

Site _____

Date _____

Witnessed by _____

Signature of Participant _____



SITE QUESTIONNAIRE
Career Exploration Program
Los Angeles Pierce College

SITE NAME: _____

1. The number of students visiting my site has been: ☐ Too many
☐ Reasonable
☐ Too few
☐ None
2. Has the Program proven to be an inconvenience to you at any time?
 If yes, please explain.
3. Do you have any negative comments regarding the Program and its operation?
4. Do you have any positive comments concerning the Program and your experiences with it?
5. Do you have any suggestions or constructive criticism which might help us to establish a more effective Program?
6. Are you willing to participate in our Career Exploration Program again next year? If so, please indicate the persons (and their phone number) who will be handling the referrals.

Once again, thank you so much for participating this year!

LOS ANGELES PIERCE COLLEGE

CAREER
PLANNING
CENTER

This Certificate of Appreciation is awarded to

for participation in the
FOCUS ON CAREERS PROGRAM

Because of your involvement students are better prepared to make realistic and meaningful career choices. Your shared expertise is appreciated by the Los Angeles Pierce College community.

President

Dean of Vocational Education

Project Director

Student



PROJECT S.E.E.K.
CAREER EXPLORATION PROGRAM
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551 Ext. 452



STUDENT EVALUATION FORM

Student Heather H. Date June 6

Site Marlton School (Deaf & Handicapped)

1. How did you first hear about the Career Exploration Program? Career Counselor
2. Why did you choose this particular occupation, vocation, or profession to observe? To find out about it.
3. Did your observational experience help you find out what you wanted to know? Yes!
4. What were the most interesting parts of this observation? The whole process.
5. Did you search other sources for information in this field? If so, what sources? No

-2-

6. List the areas of this site that you observed Classrooms
-
7. So you feel you had too much, too little, or just the right amount of time to get the feel of the job environment? Explain Just the right amount of time to get the feel of the job environment.
-
8. After visiting the site are you still interested in preparing for this career? Why? No. After seeing the reality of this job I realize this career is not for me.
-
9. Would you like to visit another exploratory site in the same career as No in a different career area? Yes
- Why? Same answer as #8
-
10. The Career Exploration Program is designed to provide you with the realities of the work environment of your specific career interest. How did the reality of this experience compare with your expectation of the career environment? Explain The reality was completely different from what little expectations I had. To be a teacher of Deaf or Handicapped children requires a Masters Degree in Special Education. I would advise any person interested in Special Education to volunteer first as a teaching aide in a handicapped school to find out if they can cope with the students and the environment. It is extremely difficult work and exerts a terrific emotional drain on teachers - as children have emotional problems as well as physical problems. These emotional problems are caused by their home environment and by society.



PROJECT S.E.E.K.
CAREER EXPLORATION PROGRAM
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551 Ext. 452



STUDENT EVALUATION FORM

Student Lisa L.

Date November 30

Site Bennett Respiration Products

1. How did you first hear about the Career Exploration Program? A friend in class
2. Why did you choose this particular occupation, vocation, or profession to observe? Interested in biomedical engineering
3. Did your observational experience help you find out what you wanted to know? Yes and supplied me with a source for further information.
4. What were the most interesting parts of this observation? To see how my present educational background could be put to effective and constructive use.
5. Did you search other sources for information in this field? If so, what sources? Yes. Books and Career Center literature.

-2-

6. List the areas of this site that you observed engineering lab,
assembly line, quality assurance.
7. So you feel you had too much, too little, or just the right amount of time to get the feel of the job environment? Explain I could not
really say since I could not see him work
while he was talking to me. I suppose it
was the right amount of time.
8. After visiting the site are you still interested in preparing for this career? Why? Yes' because I can use the knowledge
I have
9. Would you like to visit another exploratory site in the same career as Yes, if available In a different career area? Yes
Why? I'd like to visit a nursing site since I'm still
debating both areas and want to explore more.
10. The Career Exploration Program is designed to provide you with the realities of the work environment of your specific career interest. How did the reality of this experience compare with your expectation of the career environment? Explain It generally was what
I expected but gave me a better insight as
to what it is really like in the field. It
would seem to me that observations
clarify things.

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EXAMPLE: ONE WAY THAT THE CAREER EXPLORATION PROGRAM CAN BE ADAPTED TO SERVE SPECIAL POPULATIONS



PROGRAM TO REDUCE SEX BARRIERS IN VOCATIONAL EDUCATION

PROJECT S.E.E.K. - CAREER EXPLORATION PROGRAM

Underrepresented Population	L.A.P.C. Department	Target Classes/Programs (Spring 80)	Career Exploration Site
Males	Business Administration	Encrow 4 (Advanced class)	Independence Bank (2 sites) Rechter Encrow
Males	Office Administration	Word Processing Program (O.A. 39 Automated Typing) (O.A. 70 Human Relations)	California Federal S & L
Females	Agriculture Science	Ag Engineering (Ag Eng 3 - Farm Tractors) (Ag Eng 7 - Surveying for Ag & Natural Res. Mgt.)	Green Arrow Nurseries (6 sites) Cactus Ranchito Carnation Company
Females	Computer Science	Computer Technology Program	Pertec Fairchild
Females	Electronics	Electronics 2 - Introduction Electronics 4 - Fundamentals	Pertec Fairchild
Females	Industrial Arts	Industrial Arts 10 - Introduction	Steve's Transmission Carlson Machine & Tool (4 sites)

DEFINITION OF TERMS

ANDROGYNY - The new ideal that each sex be allowed to express the full range of personality traits. Men should be free to express sorrow, fear, sensitivity, etc.; and women should be free to demonstrate leadership, independence, strength, etc. -- the ability to open up huge areas of self which were once blocked by societal prohibitions. Androgyny suggests a reconciliation between the sexes and expansion of the spectrum upon which human beings choose their places in society.

COOPERATIVE EDUCATION - A work experience program in which the student is both employed and has concurrent campus instruction in a related field of study.

CURRICULUM INFUSION - The process of integrating sex affirmative material into the classroom experience.

DISPLACED HOMEMAKER - Individuals who have been out of the labor market for at least five years, whose skills are lacking or out of date, and who are displaced from their family role and left without any source of financial security because of divorce, death of their spouse, or loss of family income.

EDUCATIONAL DISADVANTAGE - Lack of reading, writing or mathematics skills, which results in performance below grade level.

FEMINIST - Any person (man or woman) who believes that women should have political, economic and social rights equal to those of men. (Webster's Dictionary of American Language, College Edition, 1957)

GENDER BALANCE - Equal educational participation by male and female students. The goal for sex affirmative colleges, departments and instructors is that women and men enter, attend and complete courses in equal numbers.

IMBALANCED PROGRAM - Those classes or sequence of classes in which there is less than 20 percent of one sex entering, attending, or being placed in jobs.

NONTRADITIONAL - Descriptive word that indicates that prior participation has been by less than 20 percent of one sex.

OCCUPATIONAL EDUCATION - Coursework leading to gainful employment. May include field and laboratory work, remedial courses, related academic and technical instruction. May be used interchangeably with VOCATIONAL EDUCATION.

SEX AFFIRMATIVE - Programs, policies, or individual actions that attempt to overcome the effects of sex discrimination. Any activity designed to increase opportunities for under-represented groups or imbalanced programs.

SEX BIAS - An arbitrary attitude which favors one sex over and above the other. The term is often used to describe books and films which advocate a sex preference. Specific support or preference for the sex is often evident in literature, television shows, advertising, and educational materials. The ideal is to have equity between males and females.

SEX DISCRIMINATION - Refers to differential, i.e., specifically different, treatment of either males or females based upon sex, as carried out by an individual or an institution. There are two kinds of discrimination:

Overt discrimination - specifically excludes (refuses participation of) one sex or specifies different treatment of benefits based upon sex. If an institution has a policy of nondiscrimination but, in practices, does not follow it, this is still discrimination. Some examples are:

- (a) different standards of conduct for males and females;
- (b) classes composed of a single sex;
- (c) low admission quotas for women.

Covert discrimination - any procedure or policy which appears to be fair but discriminates unintentionally against one sex. Some examples are:

- (a) admitting only young students to college, thereby disqualifying other and, more importantly, older students, who tend to be women;
- (b) providing training, but not actively developing placement opportunities for students enrolled in nontraditional programs for their sex.

SEX EQUITY - Justice according to human right or law; freedom from discrimination, bias or stereotyping based on gender.

SEXISM - Any attitude or action that subordinates or assigns roles to a person or group because of his/her/their sex. Sexism can be individual, cultural, or institutional; intentional or unintentional. There can also be sexism by omission. Originally, this term was used to describe practices that discriminate against girls and women, but it has been expanded to include any usage that unfairly delimits the aspirations or attributes of either sex.

SEX ROLE - Social behavior that is prescribed and defined by tradition, as contrasted with actual biological differences.

SEX STEREOTYPES - Judgments or opinions about males and females. Traditional sex stereotypes depict all females as dependent, noncompetitive, sexually provocative, homemakers, etc. From this point of view, female students are characterized as preoccupied with personal appearance, marriage, and homemaking, as opposed to academic and career considerations.

On the other hand, traditional sex stereotypes depict males as independent, aggressive, athletic, and heads of household. In the education process, males are assumed exceptional in math, science, vocational education subjects, sports, etc.

The problem with stereotyping is that many males and females do not fit into these neat categories. For this reason, it is unfair and inaccurate to stereotype according to sex. Making decisions based upon sex stereotypes is considered discriminatory and can be challenged by law.

STRATEGY - A plan or activity which leads to the accomplishment of a useful and important goal.

STUDENT: ATTENDING - Student currently enrolled in academic and/or occupational classes, programs.

STUDENT: CONTINUING - An individual who is returning from the previous semester; may also refer to the student who has occasional or intermittent enrollment at the college.

STUDENT: ENTERING - Student registered for one or more courses in the college for the first time; may be transferring from another postsecondary educational institution.

STUDENT: LEAVING - A person who is either completing classes and programs and who does not intend to return to the local educational agency, or a person who is a non-completer of classes and programs.

STUDENT: NONTRADITIONAL - A man enrolled in a vocational program that has typically 80 percent or more female enrollment/ or a woman enrolled in an occupational program that has typically 80 percent or more male enrollment.

STUDENT: POTENTIAL - A person not currently enrolled at the local educational institution; also used in this report to designate an enrolled student who is not currently registered in a target occupational course or program.

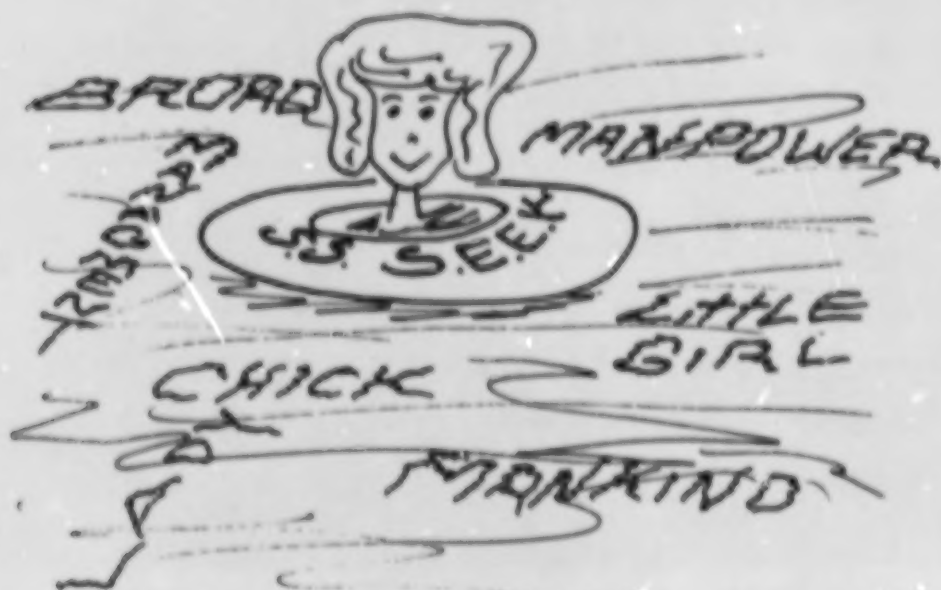
STUDENT: RE-ENTRY - A student who is enrolling in one or more classes after an interruption of attendance at an educational institution that exceeds five years.

SUBLIMINAL PREREQUISITE - An assumed level of knowledge necessary to enter an occupational class; may be used to describe the expectations by instructors that students will know the names of simple handtools such as wrenches and screw-drivers.

TARGET CLASS - A course for which there is a formal plan to improve the gender balance of entering, attending, and leaving students; may also be used to designate a course selected for analysis of enrollment by sex.

SEXUAL HARASSMENT - Sexual harassment is difficult to define. It may range from sexual innuendos made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. Harassment at its extreme occurs when a male in a position to control, influence or affect a woman's job, career or grades uses his authority and power to coerce the woman into sexual relations, or to punish her refusal. The victims of sexual harassment face the risk of ridicule, withholding of grades or rewards, and even loss of jobs. Educational institutions (Yale University), employers and individuals have been declared guilty of such crimes under Title VII of the 1964 Civil Rights Act.

MATH ANXIETY - A learned, pervasive response to the demand to learn and/or demonstrate a computational skill. May occur more frequently in females in Western cultures.



COMMUNITY 1984:

Today's Partnership for Tomorrow's Economy

Colloquium for employers, educators, government representatives and students to discuss concerns about men and women entering jobs that were once considered non-traditional.

Sponsors: Project SEER
(Sex Equity in Education Research)

A model program to research and recommend activities which will result in a more equitable male/female distribution in occupational education and job placement.

DATE: May 1, 1980

TIME: 1:00 - 3:00 p.m.

PLACE: Los Angeles Pierce College
Campus Center Conference Room
4201 Winnetka Ave.
Woodland Hills, CA 91371

AGENDA

- I. Five Minute Forecasts: EDUCATION
GOVERNMENT
EMPLOYERS
COMMUNITY GROUPS
STUDENTS
- II. Facilitated Interest Groups:
(Working Sessions) AGRICULTURE
COMPUTER TECHNOLOGY
ELECTRONICS
OFFICE ADMINISTRATION
INDUSTRIAL EDUCATION
 1. What programs and services should Los Angeles Pierce College provide for an entry level non-traditional employee in your occupational area?
 2. What types of educational programs and services should Los Angeles Pierce College offer to your current employees to update their skills?
- III. Reports by interest groups

Goal:

Development of recommendations for community college occupational education for inclusion in Chancellor's Office, California Community Colleges Project #19-63741-3-9-634.

Community 1984:

Today's Partnership for Tomorrow's Economy

Summary Report

Our advancing society has produced great opportunities and demands for qualified employees in vocational occupations. Men and women are discovering the rewards of jobs that were once considered non-traditional for their sex. However, since sex bias and inequities have long existed in many vocations and vocational programs, special, cooperative efforts are necessary to ensure that everyone has equal opportunities to pursue career goals.

Providing good employees who are educationally sound, technically proficient and mentally suited is best accomplished through partnership efforts. Thus the objectives of Los Angeles Pierce College in sponsoring this event were:

- to foster a working relationship between appropriate community agencies,

- to provide a forum for identifying and discussing these agencies' concerns for non-traditional education and employment,

- to develop strategies which will lead to a more equitable male/female distribution in vocational education and job placement,

- to establish our mutual support for achievement of these goals.

Colloquium Format:

1. Five munute forecasts were presented by representatives of Education, Government, Community, Employers, and Students to focus discussion on current issues and projected needs in non-traditional education and employment. Descriptions of current job opportunities were distributed.

2. Facilitated interest groups were formed to discuss specific concerns in Agriculture, Electronics, Industrial Education and Office Administration. (A fifth group in Computer Technology was originally scheduled, but the department was involved in an accreditation visit on that day. Participants selected one of the other groups.) Group discussions centered around the following two questions with special emphasis on related aspects of recruitment, retention and placement:

a. What programs and services should Los Angeles Pierce College provide for an entry level non-traditional employee?

b. What types of education programs and services should Los Angeles Pierce College offer currently employed persons to update their skills and explore non-traditional opportunities?

3. The Colloquium concluded with group reports and summary.

Major concerns expressed through interest groups:

Recruitment:

1. Men and women are not aware of the non-traditional options available to them and the benefits of working in non-traditional careers.

2. Students often restrict their scope of career choices because of stereotyped associations conditioned from early childhood.

3. Instructors have great opportunities and abilities for influencing and encouraging students to enter non-traditional areas.

4. A significant contribution can be made by career counselors. It is important that they be aware of non-traditional options and that they be able to address the multi-phased needs of students pursuing those options.

5. The low salaries associated with positions in office administration are a deterrent to recruitment in that area.

6. A growing number of men and women are seeking upgrading of their job or a change of careers, and need skill enhancement or retraining.

Retention:

1. Great demands for technically qualified people have produced tremendous competitions for successful students. Thus, many students leave a vocational education program prematurely, in order to fill an industrial position, even though their opportunities for advancement may be lessened.

2. Vocational Education departments have a responsibility to maintain quality, up-to-date programs in sufficient number to serve all continuing students.

3. Retention of non-traditional students may be improved when they receive acceptance and encouragement from instructors and classmates.

4. Women often leave a program because they are uncomfortable with their lack of experience with tools and in mechanical operations.

5. Personal and Career Counselors can be helpful in preparing students for the unique difficulties in non-traditional areas.
6. In some fields, such as nursing and office administration, interpersonal relationships between non-traditional students and traditional students, both within the department and in other traditional departments, may pose unusually difficult problems.

Placement:

1. Employees must have acquired practical job skills necessary for entry level positions.
2. Prospective employees must develop appropriate mind set for the working environment, ie, be prepared for diligent, dedicated effort during entire period of work shift. It is important that student awareness of actual work environment demands be increased.
3. Future employees must possess a higher degree of proficiency in basic skills - reading, writing, math.
4. Some jobs require special physical developments and training at the entry level.

New Programs/Services suggested by participants for Pierce College:

1. That Pierce College establish a relationship with the American Institute of Banking (AIB) and that through this association, students be encouraged to enter fields of banking and finance. AIB offers coordinated college degree programs in these fields.
2. That Project SEEK and ADEPT explore mutual participation in Electronics Industry Foundation (EIF) programs.
3. Because of the open door policy at Pierce College, that all potential students coming to Pierce College should be either served or referred to another appropriate agency.
4. That more public forums similar to this colloquium be presented. May be helpful to have an even broader range of business and industry represented.

Summary of participants' views of required skills, desirable attitudes and potential for success of employees in non-traditional occupations:

Agriculture:

Many job opportunities are not pursued because people are not aware that the jobs are linked to an agriculture background. Some examples are found in positions in government research, with the Bureau of Land Management, with Recreation and Parks facilities and in certain aspects of grocery and food management.

Entry level people must be literate and have an understanding of the fundamental elements of their particular area of specialization. Some positions require a certain amount of physical strength. It is helpful for prospective employees to be able to think sequentially, communicate well, to have mechanical aptitudes, to have an appreciation for nature. It may also be advantageous to have a business background and a practical perspective on economic realities. Interest and training in research are applicable to several positions.

Electronics:

This field is wide open for all interested people with mechanical aptitudes and manual dexterity. Entry level people need knowledge of basic electricity, and electronics skills. They must be able to perceive differences in colors. Some experience in solid state is helpful. Courses in management and employee relations are suggested for advancement in many companies.

Industrial Arts:

Entry level people should demonstrate technical proficiency in their particular area. Non-traditional students in industrial arts stress the advisability of thorough career counseling and programs which address the realities of the actual work environment, and interpersonal relationships with both working peers and supervisors.

This field might attract larger numbers of non-traditional people if career options were more effectively presented to Junior and Senior High School students.

Many women entering this field have small children and would be attracted to companies providing convenient access to childcare programs.

Office Administration:

Entry level employees need good basic education skills and technical skills appropriate to their particular position. They also need to develop good communication skills which focus on proper business use of the telephone and on suitable office language. Any multi-lingual abilities are helpful. Additionally, it is desirable to be well-groomed, to be able to relate well with others, to be able to assume responsibility and be self-disciplined in the work environment.

Small corporations usually have needs for a person with a broad, general background and experience, while larger corporations often have more specialized requirements. There are different advantages to working in either small or large businesses and the potential employee should be made aware of both.

Participant Evaluation

Please help us evaluate the effectiveness and usefulness of
Community 1984: Today's Partnership for Tomorrow's Economy.

1. Did you gain any new information about Los Angeles Pierce College, how we might be helpful to you, and/or how we may be able to meet some specific needs of your agency? Yes _____ No _____

If so, please share with us your most significant new insights concerning Pierce College:

2. Please list any other concerns you have about recruiting, retaining and placing employees in non-traditional jobs which are not listed in the Summary Report:

3. Please list any other suggestions you may have for new programs at Pierce College in addition to those listed in the Summary Report:

4. Would it be helpful:

Yes

No

a. For a representative from your agency to recruit on campus? — —

b. To have a representative from your agency present career options in classes at Pierce? — —

If so, which classes?

c. For your agency to refer employees to Pierce College for retraining? — —

d. For various Vocational Education Departments at Pierce College to continue to sponsor open-houses? — —

e. To have an appropriate faculty member visit your agency? — —

f. To have interested students visit your agency? — —

g. To participate in more programs like this colloquium? — —

h. To have other on-going interactions between Pierce College and your agency? — —

Special ideas?

5. Was your overall experience at this colloquium satisfying?

Yes — No —

Was it useful? Yes — No —

Any other comments or reflections:

THANK YOU!

An Annotated Bibliography of Eric Documents On
Cooperative Efforts Between Community Colleges and
Business, Industry and Government can be obtained
from the Eric Clearinghouse for Junior Colleges,
96 Powell Library Building, University of California,
Los Angeles, CA 90024.

We are asking for your response to the following questions in order to determine your general feelings concerning sex equity in education and employment. There are no right or wrong answers; ideas differ between individuals. We would like to know how you actually feel. Please respond according to the directions below.

COUNSELOR WORKSHOP

GENDER EQUITY QUESTIONNAIRE

PLEASE INDICATE HOW MUCH YOU AGREE OR DISAGREE WITH EACH OF THE STATEMENTS BELOW.

- | | | | | | |
|---|---|----------------------|---|---|---|
| | | 1. Disagree strongly | | | |
| | | 2. Disagree somewhat | | | |
| | | 3. Agree somewhat | | | |
| | | 4. Agree strongly | | | |
| | | 5. Not sure | | | |
| 1 | 2 | 3 | 4 | 5 | 1. Women who seek careers in traditionally male fields are less respected by men than women in traditionally female fields. (A traditionally male field is one in which 80% or more of those in that field are men). |
| 1 | 2 | 3 | 4 | 5 | 2. Men who seek careers in traditionally female fields are less respected by women than men in traditionally male fields. (A traditionally female field is one in which 80% or more of those in that field are female). |
| 1 | 2 | 3 | 4 | 5 | 3. Females who seek careers in traditionally male fields will have less successful personal lives than males in traditionally male fields. |
| 1 | 2 | 3 | 4 | 5 | 4. Males who seek careers in traditionally female fields will have less successful personal lives than males in traditionally male fields. |
| 1 | 2 | 3 | 4 | 5 | 5. Females in traditionally male vocational educational programs are generally more motivated to succeed in a career than females in traditionally female vocational education programs. |
| 1 | 2 | 3 | 4 | 5 | 6. Males in traditionally female vocational education programs are generally less motivated to succeed in a career than males in traditionally male vocational education programs. |
| 1 | 2 | 3 | 4 | 5 | 7. Administrators should respect the wishes of teachers who do not want males in their courses. |
| 1 | 2 | 3 | 4 | 5 | 8. Administrators should respect the wishes of teachers who do not want females in their courses. |
| 1 | 2 | 3 | 4 | 5 | 9. Staff members who practice sex discrimination should be counseled. |

(over)

- | | | | | | |
|---|---|---|---|---|---|
| | | | | | 1. Disagree strongly |
| | | | | | 2. Disagree somewhat |
| | | | | | 3. Agree somewhat |
| | | | | | 4. Agree strongly |
| | | | | | 5. Not sure |
| 1 | 2 | 3 | 4 | 5 | 10. Staff members who practice sex discrimination should be required to attend anti-discrimination workshops. |
| 1 | 2 | 3 | 4 | 5 | 11. Staff members who practice sex discrimination should be fired. |
| 1 | 2 | 3 | 4 | 5 | 12. Staff members who practice sex discrimination should have no action taken against them. |
| 1 | 2 | 3 | 4 | 5 | 13. It is important for women to prepare for work outside the home. |
| 1 | 2 | 3 | 4 | 5 | 14. It is more important for men to prepare for work outside the home than for women. |
| 1 | 2 | 3 | 4 | 5 | 15. Sex discrimination in the labor force is a problem. |

COMPARE THE SUITABILITY OF MALES AND FEMALES FOR THE OCCUPATIONS LISTED BELOW, ASSUMING EQUAL ABILITY AND TRAINING. INDICATE WHAT YOU THINK BY MARKING EITHER 1, 2, 3, 4 or 5

- | | | | | | |
|---|---|---|---|---|--|
| | | | | | 1. Males are much better suited |
| | | | | | 2. Males are a little better suited |
| | | | | | 3. Males and females are equally well suited |
| | | | | | 4. Females are a little better suited |
| | | | | | 5. Females are much better suited |
| 1 | 2 | 3 | 4 | 5 | 16. A dental technology instructor |
| 1 | 2 | 3 | 4 | 5 | 17. A worker on a job requiring the ability to deal with mathematical or other abstract concepts |
| 1 | 2 | 3 | 4 | 5 | 18. A worker in a job requiring sensitivity to the feelings of others |
| 1 | 2 | 3 | 4 | 5 | 19. A state or local Health Occupations Director |
| 1 | 2 | 3 | 4 | 5 | 20. A supervisor of employees who are mostly women |
| 1 | 2 | 3 | 4 | 5 | 21. A supervisor of employees who are mostly men |
| 1 | 2 | 3 | 4 | 5 | 22. A practical nurse |
| 1 | 2 | 3 | 4 | 5 | 23. A state or local Trade and Industrial Director |
| 1 | 2 | 3 | 4 | 5 | 24. A welding teacher |
| 1 | 2 | 3 | 4 | 5 | 25. A worker in a job requiring a long term commitment of two or more years |
| 1 | 2 | 3 | 4 | 5 | 26. A State Director of Vocational Education |
| 1 | 2 | 3 | 4 | 5 | 27. A worker in a job requiring travel |
| 1 | 2 | 3 | 4 | 5 | 28. An auto mechanic |

RATING SCALE TO GENDER EQUITY QUESTIONNAIRE

- Questions 1 through 8, 12 and 14 = No. 1 (Disagree strongly)
Questions 9, 10, 11, 13 & 15 = No. 4 (Agree strongly)
Questions 16 through 28 = No. 3 (Males and females are equally well suited.)

Calculate number of correct answers for catagories

Gender biased attitude = 0 through 13 number of correct answers

Ambivalence or tending toward gender fairness attitude = 14 through 23 number of correct answers

Gender fair attitude = 24 through 28 number of correct answers

Some Generalizations about Attitudes

I realize that

- the environment in which I grew up was filled with behaviors that reinforced sex discrimination, bias and stereotyping.
- there are many generalizations that I can make about women as a group and men as a group, but I will do harm to a person if I apply these generalizations to her/him as an individual.
- the English language is filled with evidence of past discrimination, bias and stereotyping, and that language plays an important role in shaping my attitudes.
- there are no innate, biological differences between men and women that prevent either from performing almost any job well.
- I can play an important role in changing the sexism that exists in my society.

Therefore,

- I will not feel guilty or threatened when I discover that I have had sexist attitudes; I will, however, try to change those attitudes because I believe in justice for and equality of the sexes.
- I will work with each student to emphasize his/her unique strengths, regardless of how they compare with group characteristics; I will do what I can to help students develop positive regard for who they are.
- I will examine my own speech and writing for gender fairness; I will also examine the language of materials I use for recruitment, retention, instruction and placement of students for gender fairness.
- I will engage in sex affirmative behavior when I can to encourage students to try nontraditional programs.
- I will add gender equity to my list of commitments and will do what I can to help my students, colleagues, and friends (but most of all, myself) to contribute to gender equity in the eighties.

With permission by:

Mike Alexander
Consultant, CC-PAGE

SEX EQUITY EDUCATION KNOW-HOW

Program to reduce Sex Barriers in Vocational Education



WHAT ARE THE LAWS?

Educational Amendments of 1972,
Title IX

- . Prohibits sex discrimination in educational programs.

Educational Amendments of 1976,
Title II

- . Mandates programs to overcome sex discrimination, sex bias, and sex stereotyping.
- . Authorizes use of Federal funds for this purpose.
- . Establishes the gathering and analysis of enrollment, retention and placement statistics.

California 5-Year Plan for
Vocational Education

- . Requires State Chancellor's staff to provide technical assistance to colleges.

Office of Civil Rights
Guidelines 3/21/79

- . Requires identification of under-represented student groups.
- . Requires a plan to overcome past discrimination toward under-represented students.
- . Establishes campus reporting systems.

OCR GUIDELINES FOR ELIMINATING
DISCRIMINATION IN VOCATIONAL EDUCATION

The Office for Civil Rights (OCR) of the Department of Health, Education, and Welfare (HEW) has published final "Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs." The Federal Guidelines, required by the 1977 *Adams/WEAL* versus *Califano* consent decree, were published in the Federal Register, volume 44, Number 56 on March 21, 1979 and are effective immediately.

Under the new guidelines the state agency responsible for administering vocational education programs must:

- Conduct periodic compliance reviews of local vocational education agencies and centers to determine whether unlawful discrimination occurs. This includes analyzing civil rights compliance dates.
- Notify the agency or center of steps it must take to correct discriminatory practices.
- Provide technical assistance upon request to help identify and remedy discriminatory practices.
- Report its activities and findings to the Office for Civil Rights.

The guidelines stress the requirement of various civil rights laws that affect local vocational education agencies.

- Students, parents, employees, and the general public must be notified that all vocational opportunities are offered without discrimination as to race, color, national origin, ancestry, religion, creed, sex, or handicap.
- A disproportionate employment or enrollment of males or females, minority or non-minority, or handicapped persons requires the agency to take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.
- Recruitment activities shall not portray vocational programs in a way that limits opportunities, and where possible, recruitment teams should be composed of different race, sex, national origin, and handicap.
- Any employer's request for students who are free of handicap or for students of a particular race, color, national origin, or sex cannot be honored by the agency.

EVALUATION: PLAN FOR SUCCESS

S.F.E.K. Faculty Workshop

March 6, 1980

INTRODUCTION

The SEEK workshop for faculty members in the occupational departments was held on Thursday, March 6, 1980 at the Westlake Inn. Thirty-four people were in attendance from the following departments:

	<u>Number</u>	<u>Percent of Department</u>
Business Administration	1	14%
Computer Science	3	30%
Electronics	3	30%
Industrial Education	6	41%
Nursing	1	8%
Office Administration	9	64%
Physics	2	
Student Services	3	
SEEK Staff	4	
Assistant Dean of Voc. Ed.	1	

The Student Services representatives: Coordinator of Placement, Coordinator of Student Services (responsible for Recruitment Committee), and Chair of the Counseling Department were requested to come to the workshop as resource people by the occupational faculty members. The Physics faculty members requested to attend because of a special interest in the topic.

The goal and objectives of the workshop were:

Participants will understand gender equity.

Participants will be aware of compliance requirements of the law.

Participants will be aware of current Vocational Education Department recruitment activities.

Participants will be aware of recruitment resources available to them.

Participants will begin to establish a network of people at Pierce College who are interested in occupational aspirations of our students or potential students.

Each department will develop a plan for the recruitment of students into programs that are non-traditional for their sex.

The three and one-half hour workshop was presented in four parts. The first provided participants with an overview of the laws and terminology associated with compliance of the office of Civil Rights Guidelines for gender equity in vocational programs, and explanation of what compliance means at the state, district and campus levels and a description of Project SEEK activities.

The second part consisted of an activity that had participants identify their target populations of "non-traditional" students and discuss barriers facing them in terms of recruitment. In the third part current recruitment activities at Pierce were highlighted for the entire college as well as individual departments. In the final part, participants were asked to develop departmental recruitment plans for "non-traditional" students.

EVALUATIONS

Of a possible thirty responses to the evaluation, twenty-three were received. The goals of the session were felt to be clear by 95.6% of the participants and 91% felt that the presentation was well organized. A good majority (80%) felt that goals were met and (75%) felt that the presentation will be useful to them in their work.

Ten people thought the opportunity to meet with and share experiences with other faculty and resource people was most useful. Four participants thought that information about Project SEEK/sex equity was most useful. Two people cited the sex-role stereotyping activity; two people, the recruitment planning session; one person, the well-defined goals; one person, personal guidance with leaders and one person, the distributed materials as most important.

Participants said that they would like more of the following:

- "meet with other departments to share problems and solutions" (4)
- "help in reaching people we wish to serve"
- "positive suggestions as to what can be done or what has been done" (2)
- "specific suggestions on how to get male students into Office Administration" (2)
- "time for actual planning and follow through on ideas"
- "the concept of women in industry to be directed to areas that they can really fit into such as gas welding, electronics, nursing, machine shop"
- "emphasis on recruitment"

- "assistance with documentation of ethnic and sex employment"
- "enthusiasm in presentation"
- "programs which follow-up on student graduates"
- "less expenditure on unnecessary projects such as Sex Equity"
- "more opportunity for discussion"
- "more ideas on help for students with language handicaps"
- "more publicity about what we are doing now. Nine women graduates out of a computer technology class of twenty-five is pretty impressive."

The following were recommended changes:

- "more specific examples to help our department" (2)
- "nothing" (2)
- "not having the department break into groups. What we needed was feedback from others since we've been round and round on this already"
- "set up trial classes for women to test their abilities"
- "like to see an expert at each table to participate and lead discussions"
- "slightly too long"
- "brighter room; lock on door"
- "I thought that the purpose of the workshop was for you to provide us with input on how we can attract male students (or whatever the case may be) into O.A. Perhaps I didn't gain a lot from the workshop because we-as a dept-are and have been active in this area for quite some time."
- "start workshop before lunch"

Additional remarks were:

- "Well done in every way."
- "Great work!"
- "A delightful way to brainstorm. In our department meetings, however, we are constantly exploring these items."

- "I thought the workshop was was well-organized and well-managed. It ran smoothly. The Barrington exercise was very clever."

- "I was outraged at the cost of this project and others which aim at social engineering. I am confident that few, if any, tax payers would support the funding of this program if given an opportunity to vote on it."

- "Why was O.A. omitted from the 'yellow sheet' listing what dept's are currently doing?"

- "Keep up the good work!"

- "Good lunch. Met 5 new faculty members and had time to really exchange ideas."

- "Excellent program. Well-organized and implemented."

- "The discussion and presentation was done in a professional manner."

- "Not specifically involved in recruitment but the outlook to be adopted will be an improved one."

- "Generalizations don't work for us. We need specific help for our unique needs."

- "I don't believe that women are really bypassed when courses are offered, with the declining enrollment we want students enrolled, not driven away. By testing their abilities they can decide whether or not to continue, thus giving them other areas to explore."

- "I felt that the meeting was too far away especially in consideration of the gas crisis."

DISCUSSION

Compliance with gender equity legislation can occur only if faculty members are knowledgeable about the topic, what is expected of them, and how they can meet their obligations. The workshop was designed to address these topics. Basic information was presented, resources were highlighted and support provided to the departments represented.

Participants responded very favorably to the format which allowed them to share questions, concerns, successes and frustrations with other faculty members. Most were eager to learn about what was being done and more importantly what was expected of them. Disappointment came only as a result of not getting specific/easy solutions to complex and long-standing problems of cultural conditioning.

The workshop was successful for a number of reasons:

1. It provided an opportunity for faculty to focus on a issue of importance to the entire vocational education department. The issue became a "shared" concern.
2. Information was disseminated to a large number of people in a supportive and efficient manner.
3. Faculty members from different departments could learn from each other as they became aware of different approaches to problem solving.
4. Resource materials and people were made available and presented in an organized fashion. SEEK staff members were able to interact with a large number of faculty members on both an informal and formal basis. The relationships established during the workshop were useful in helping to break down stereotypes and misconceptions about the project and occupational education on the part of sex equity staff and individual faculty members.
5. Participants were provided with a problem solving model that could be used to develop programs for "non-traditional" students.

RECOMMENDATIONS

The presenters had hoped that each of the departments would be able to complete a rough outline of a recruitment plan by the end of the workshop. Only two departments, Electronics and Computer Science, were able to reach this goal.

It is felt that an even better outcomes could have resulted if the following had occurred:

1. Department heads were in attendance at the workshop.

Several of the sessions at the workshop required faculty members to complete activities as a department. Those departments in which a chairperson was not present were hesitant to make plans without consulting with that key person. Further, the investment level of faculty members in these departments was not as strong when compared with departments represented by both faculty and administrative leaders.

2. Workshop presenters made the time commitment to the workshop explicit in the beginning.

While it is understood that people are busy with a variety of commitments, it was quite disruptive to the group as a whole to have people leaving at all different times during the workshop. The format was designed to take participants through a set process which would end in the develop-

ment of a recruitment plan. Those departments that did not complete the workshop obviously did not produce the desired outcome.

3. The expected outcome of development of a recruitment plan in 2 hours for each department should have been modified to reflect different experiences with the topic.

Some departments had spent a considerable amount of time discussing the topics of the workshop. They did not need to be sensitized to the issues involved. In fact, they were looking forward to the workshop as a time when specific answers would be made available to them. They felt that they had progressed beyond the brain-storming level. The type of assistance they needed was more focused and technical. Other departments, however, had not reached this point and felt that the workshop met their needs. A meeting or telephone call between the presenters and department heads can help to make the workshop content more department specific.

4. A resource person/leader had been available to each group during the time when they were developing their recruitment plans.

In several cases a presenter stayed with a department during their planning session rather than floating from group to group. This model was felt to be more effective for several reasons. It helped keep the group focused and task oriented. It allowed the group to have immediate technical assistance from the sex equity resource people in solving their problems. It allowed the faculty members and SEEK staff the opportunity to work together on shared problems and establish a rapport for further interaction.

CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
COMMUNITY COLLEGES PLAN TO ACHIEVE GENDER EQUITY

Priority Sheet for Gender Equity

College L.A. Pierce Division _____ Vocational Education Program/Department Industrial Education Date April 1980

Identified Sex Equity Problem	Order of Priority
Women are underrepresented in Industrial Education classes at Los Angeles Pierce College.	1. Recruit females into Industrial Arts 10 2. Retain females in Industrial Arts 10 3. Refer all completing I.A. 10 females to another class that meets their interest.

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CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
COMMUNITY COLLEGES PLAN TO ACHIEVE GENDER EQUITY

Planning Sheet for Gender Equity

College L.A. Pierce Division _____ Vocational Education Program/Department Industrial Education Date April 1980

Identified Sex Equity Problem	Objective	Proposed Action	Persons Responsible	Timeline for Action	Status as of Oct. 1, 1980	Comments on Future Activity
1. Women underrepresented in I.A. 10	Recruit for 10% inc. in Fall 1980	Distribute SEER flyers in registration area and in counseling dept.	Ms. Buckston	August 1980	Not applicable.	Evaluate results.
2. Females need career info presented in I.A. 10	Retain 80% of females registering in I.A. 10 Fall, 1980	Use Student Handbook developed in Project SEER.	Mr. Hunsay All I.A. 10 Instructors	September 1980		"
		Telephone all female students who are no-show or have poor attendance to encourage participation	All I.A. 10 Instructors	Fall 1980		
3. Female students need hands-on experience in occupational areas where they show interest and ability.	Refer all female I.A. 10 "completers" to a more advanced class.	Include referral in final assessment process of the I.A. 10 class.	All I.A. 10 Instructors	January 1981		

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CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
COMMUNITY COLLEGES PLAN TO ACHIEVE GENDER EQUITY
Priority Sheet for Gender Equity

College L.A. PIERCE COLLEGE Division Vocational Education Program/Department Electronics Date April 1980

Identified Sex Equity Problem	Order of Priority
Men are underrepresented in introductory and in advanced level electronics classes.	1. Entry level electronics classes 2. Advanced level electronics classes

C
CALIFORNIA COMMUNITY COLLEGES CHANCELLOR'S OFFICE
COMMUNITY COLLEGES PLAN TO ACHIEVE GENDER EQUITY
Planning Sheet for Gender Equity

College L.A. Pierce

Division _____

Vocational Education Program/Department Electronics

Date April 1980

Identified Sex Equity Problem	Objective	Proposed Action	Persons Responsible	Timeline for Action	Status as of Oct. 1, 1980	Comments on Future Activity
1. Women are underrepresented in introductory electronics classes.	1.1 Increase enrollment of female students by 10% by Fall 1980	Contact counselors with current wage and job information.		August 1980	Not applicable.	Efforts will be made to make this an annual award. Continue each semester.
	1.2 Increase enrollment of female students by 15% by Spring 81.	Distribute DEER flyers to local employers and distribute in counseling and registration areas.	Mr. Shaw Ms. Runkel	August 1980		
		Visit local high schools and talk to students.		Fall 1980		
2. Women are underrepresented in advanced electronics classes	2.1 Increase enrollment of female students by 10% by Fall 1980	Develop a referral plan with six local personnel offices.	Mr. Shaw Dr. Meyer	August 1980		
	2.2 Increase enrollment of advanced level females by 10% by Spring 1981.	Establish a scholarship program with the Pierce College Associates.	Mr. Lowe Mr. Shaw	May 1980		
		Provide brief career and transfer information in each class.	Each instructor	Begin Fall 1980		
		Graduate profiles will be sent to local newspapers.	Ins Geller and an instructor t.b.a.			

WORD PROCESSING SYSTEMS SPARK AN OFFICE REVOLUTION

Adapted from Arnold R. Deutsch,
Chairman of the board of
Deutsch, Shes & Lewis Inc.

L.A. Times, January 1980.

A revolution is taking place in offices throughout the country. It has been sparked by the rapid development of word processing systems—a whole new technology which makes it easier to quickly and efficiently generate a great deal of written material.

Word processing is modern technology's answer to the office paper-work problem. By combining the use of sophisticated office equipment with revamped office procedures, it enables a trained staff to transcribe, type, proof, distribute, file and retrieve written material while at the same time eliminating the time-consuming drudgery normally associated with these tasks.

There is a new and potentially lucrative market opening up for people with an interest in mastering this new technology. Help-Wanted ads for word processing operators, specialists and managers now appear under their own listing in the classified sections of most metropolitan newspapers.

But, as a career, word processing suffers from a severe identity crisis. Little material has been available on the human resources aspect of this field. As a result, many people are familiar with the term, but really do not know exactly what word processing is or how it may fit into their own career plans. Recently, however, several studies have become available which shed some light on this area.

WHAT EXACTLY IS WORD PROCESSING?

The term "word processing" was first coined by IBM when it introduced magnetic tape "electric" typewriters in 1974. Since then, the term, and the science itself, has grown to mean the use of advanced telecommunications and computer technology in place of the conventional stenographer/typist/file clerk combination.

In word processing procedures, an executive dictates a report into a recording device, and the recording is then stored for transcription by the word processing operator. As the operator types out dictated material, key strokes are recorded on a magnetic card, tape or disk.

Then, if corrections are made, the operator retypes only the revised material, not the entire manuscript. The corrections are then incorporated into the original tape; the machine types out an error-free copy; and the material remains on the tape for future recall.

From this basic equipment, word processing technology expands to cover a series of increasingly more complex systems. There are dual media text-editing systems which accept input from two sources simultaneously. For example, one tape may contain variables such as address lists, insertions, greetings and dates; and the other holds the body of a document. The equipment switches from one tape to the other and blends the information automatically as the typewriter types out the copy.

In more sophisticated systems—called Video-Screen Text Processors—copy first appears on a television-like screen, rather than typed out on paper. Proofing can be done on the screen, and paragraphs can be manipulated and material inserted and deleted instantaneously. When the image on the screen is perfect, the operator pushes a button and the typewriter produces a hard (final) copy.

Various high-speed dictating, document-transmitting and copying equipment can record and send spoken or written material from anywhere at anytime via the telephone or other telecommunications devices. Other more powerful technologies, originally developed for electronic data processing, are now adapted to word



processing. Prime among these is optical character recognition. This process literally "reads" typewritten pages, thereby eliminating the problem of slow and costly data entry. Material can be transferred onto a tape without the operator's having to type it in on the machine.

HOW WIDESPREAD IS WORD PROCESSING?

At present, experts claim there are approximately 500,000 word processing units in operation in the United States. These figures include organizations of all types and sizes, from large, multi-national corporations, hospitals, schools and government agencies to small businesses and law firms.

Recently, Martin-Simpson Research Associates came out with a report on the word processing equipment industry which projected the compound annual growth rate of manufacturers' equipment sales at more than 30% per year for the next five years. In 1978, worldwide sales of word processing equipment reached \$1.5 billion (\$1.3 billion of that in the United States). By 1983, such expenditures are projected at close to \$6 billion with 600,000 units sold each year. Like the computer industry before it, such phenomenal growth will create a huge job market for people on all levels with knowledge and skills adaptable to the field.

A common misconception is that word processing is just the current jargon for typing pool. Not so! With procedures for handling office paper flow changing radically, the character of the jobs required to perform these tasks is being re-defined. Two distinct office roles are emerging: the administrative assistant, an executive aid with little or no keyboarding skills, and the word-processing specialist.

The word-processing specialist produces all the written material, correspondence, documents, and reports generated. Where one secretary might handle the correspondence of perhaps three executives, the word processing operator handles this work for 10. To do this, he or she is skilled in operating a variety of advanced equipment, including dictating machines, automatic typewriters, multispeed printers and copiers and information storage and retrieval systems.

Many organizations centralize their word processing operations either within a division or within an entire company, and give them departmental autonomy. In such an operation, there is room for advancement. Many employers report having at least three levels between entry level operators and senior operators, and each level has its own responsibilities and pay scale. So, even for a beginner, there is room for advancement.

WHAT ABOUT SALARIES?

Salaries of entry level trainees are about equal to those of conventional secretarial jobs--\$165 weekly. A word processing specialist, or someone with at least 18 months experience and some supervisory responsibilities, makes about \$235.

The 1979 average weekly salary (including regular bonus pay) for word processing managers was \$337. Word processing supervisors earn an average of \$275.37, up 5% over 1978's average of \$262.95.

But the field, at least on the lower echelons, is predominantly female. Few men currently are employed as either word processing operators or first-line supervisors. Only 15% of participants in a recent survey report any male operators at all. Men do appear more frequently as department managers.

WHAT ABOUT TRAINING?

Some word processing specialists learn their skills on the job. Companies either provide their own in-house training, or send employees to programs offered by equipment manufacturers. In addition, many community colleges offer basic courses in word processing. Basic language skills, grammar, spelling, typing skills, and mechanical orientation are needed to begin. The equipment, according to sources already in the field, is not hard to master, but a word processing operator must enjoy working with machines and be flexible enough to adapt to a changing technology.

Cinderella

Once upon a time there was a young lady named Cinderella. Cinderella was good at all household chores. Since she was sure a prince would come along and take care of her forever, she did not bother to learn any skills that would lead to gainful employment. Luckily a prince came along and married Cinderella. Since Cinderella was a fascinating, total woman, she believed she and her prince would live happily ever after (which wasn't too hard to do in those days since everyone was dead at 35). However her prince did not stay charming forever. He took longer coming home from crusades than the other princes. When Cinderella confronted him, he told her that he wanted to live a little. So he turned the castle into a bachelor pad, put some beads over his armour, and threw Cinderella and her three kids out into the woods. Now Cinderella is a displaced homemaker. Are you a Cinderella?

Ask yourself the following questions:

1. Graduation from high school would not be important to me.
2. I stand up for myself.
3. The choices of careers I have considered are broad enough to be meaningful.
4. I am in a position or am making plans to be able to take care of myself.
5. I have a realistic idea of how much money it would take for me to take care of myself and my children.
6. I expect my husband to be the sole breadwinner.
7. I am realistic about the amount of money it would take to lead the lifestyle I expect to live in.
8. I have been encouraged to make minor repairs around the house.
9. My choice of career will give me the possibility of achieving my potential.
10. I would be dependent on alimony, child support, or welfare.

Prince Charming

Once upon a time there was a young man named Prince Charming. He lived in a castle with his mother and father. Prince Charming's mother did all the household chores while Prince Charming and his father fought dragons. Since dragon fighting was hard, Prince Charming and his father rested after work. Most evenings they looked at the Gladiator Contest of the Week while drinking their favorite mead. Prince Charming did not bother to learn how to do the household chores since he was sure he would marry a maiden who would take care of his castle forever. Luckily he fell in love and married Rapunzel, a girl with lovely long hair. Unfortunately after they were married Rapunzel continued to let down her golden hair. Finally she ran away with another prince leaving Prince Charming to take care of the castle and their four children.

Are you a Prince Charming?

1. I know how to cook meals.
2. I can wash, iron, and mend clothes.
3. I would be able to take care of a baby.
4. I expect to be the sole breadwinner of my family.
5. I would be able to share household chores with a working wife.
6. I believe a woman's place is in the home.
7. I am realistic about how much money it would take for my family to live in the lifestyle I would like.
8. I would be a good shopper.
9. I would probably be a loving, caring, nurturing parent as well as disciplinarian.
10. I believe cooking and cleaning are "women's work."
11. I have definite ideas about what "a wife should do."
12. I would probably see my wife as a person with needs and interests rather than the role she plays.

THE ATTITUDES TOWARD WOMEN SCALE

An objective instrument to measure attitudes towards the rights
and roles of women in contemporary society

The statements below describe attitudes held by different people toward the role of women in society. There are no right or wrong answers. You are asked to express your feelings about each statement by a checkmark in the appropriate column.

	Agree strongly	Agree mildly	Disagree mildly	Disagree strongly
Swearing and obscenity are more repulsive in the speech of a woman than of a man.				
Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.				
Both husband and wife should be allowed the same grounds for divorce.				
Telling dirty jokes should be mostly a masculine prerogative.				
Intoxication among women is worse than intoxication among men.				
Under modern economic conditions with women being active outside the home, men should share in the household tasks such as washing dishes and doing the laundry.				
It is insulting to women to have the "obey" clause remain in the marriage service.				
There should be a strict merit system in job appointment and promotion without regard to sex.				
A woman should be as free as a man to propose marriage.				
Women should worry less about their rights and more about becoming good wives and mothers.				
Women earning as much as their dates should bear equally the expenses when they go out together.				
Women should assume their rightful place in business and all the professions along with men.				
A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.				
Sons in a family should be given more encouragement to go to college than daughters.				

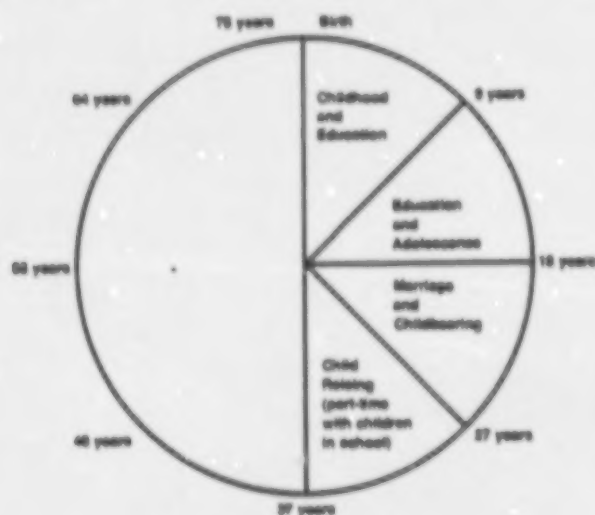
Heard This Before? Listen Closely This Time

Nationally, the number of households with female heads increased by 30% between 1970 and 1975. That means that 1 out of every 8 families has no husband or father present; in California it is closer to 1 in 5.

- 47% of all California women 35 and older are widowed or divorced.
- Although women represent over 40% of the California work force, they earn 47 cents for every dollar earned by men; and the gap is widening.
- Women with college degrees earn about the same as men with eighth grade educations.
- For a woman in today's society, it is entirely possible to be comfortably middle class one day and on welfare the next.

A Woman's Life

The average woman's life span is now 75, as compared to 48 in 1900; she will probably have finished child-rearing by age 37. How will she fill the blank half of the circle?

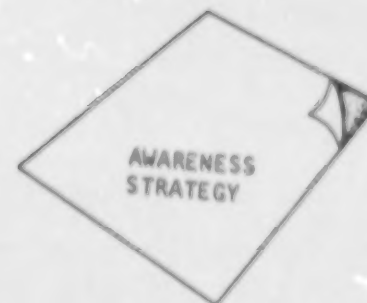


Printed and distributed in cooperation with the
Career Planning Center, Los Angeles, California

AWARENESS OF GENDER EQUITY

INSTRUCTIONS:

Work in groups of three people.
Brainstorm as many captions as possible.
Report in 15 minutes.



SEX EQUITY EDUCATION KNOW-HOW
Program to reduce Sex Barriers in Vocational Education

AWARENESS STRATEGY

Complete the Caption!!!



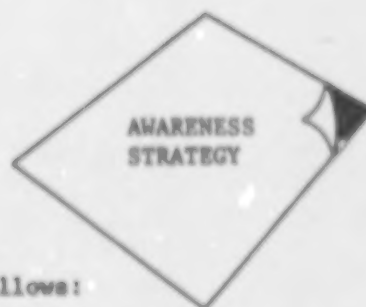
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(Awareness Strategy)

WHO IS BARRINGTON?



A. Count off group into groups of 4 to 5 persons.

B. Read directions for "Who is D.A. Barrington?" as follows:

1. "In this game, there are no incorrect answers. Every response will be accepted. You are going to be working with a group to creatively tell the story of D.A. Barrington. All decisions are to be reached by consensus rather than by voting. As you create your group's character sketch, you must include Barrington's age, position and salary."
2. Each group should select a reporter.
3. You have 10 minutes to create your response.
4. Each group should remain private and autonomous until the reporter has given your character sketch. Do not allow a new group member to enter once you have started to work.

C. Facilitator: Place the following chart on the chalkboard. (Leave the starred column untitled. It will be used to record the character's gender.)

	Age	Job	Salary	* (Sex)
Group 1				
Group 2				
Group 3				
Group 4				

D. Lead discussion.

WHO IS BARRINGTON?

David Allen Barrington, Vocational Educator*

Townhouse Owner

Directions: Each group is being asked to decide, Who is D. A. Barrington?

Group 1: Working as a group, please develop a two-minute character sketch that includes this person's age, position (job) and salary.

Appoint a reporter to tell your group's story.

- - - - -

Dorothy Ann Barrington, Vocational Educator*

Townhouse Owner

Directions: Each group is being asked to decide, Who is D. A. Barrington?

Group 2: Working as a group, please develop a two-minute character sketch that includes this person's age, position (job) and salary.

Appoint a reporter to tell your group's story.

- - - - -

D. A. Barrington, Vocational Educator*

Townhouse Owner

Directions: Each group is being asked to decide, Who is D. A. Barrington?

Group 3: Working as a group, please develop a two-minute character sketch that includes this person's age, position (job) and salary.

Appoint a reporter to tell your group's story.

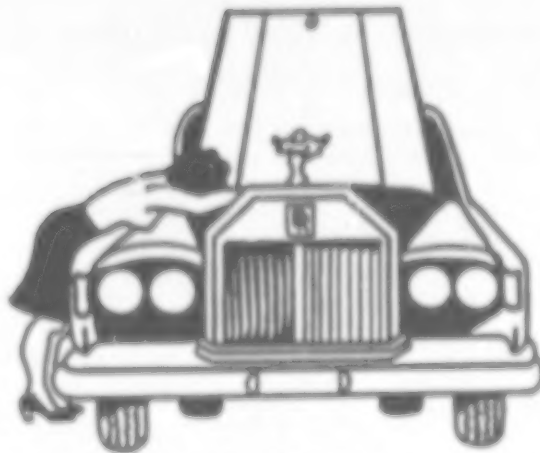
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* Facilitator note: Use occupation of the participants in the Workshop you are leading; i.e., teachers, counselors, students, re-entry women, etc.

→ SEEK **STUDENT HANDBOOK**

Self-Employment Education Knowledge

Look Into It!



INDUSTRIAL ARTS 10
A Co-ed Class for Career Opportunities

Christopher Beer Charlton, AA
Los Angeles Pierce College

with

Project S.E.E.K. and Industrial Education Department

INTRODUCTION TO INDUSTRIAL ARTS

STUDENT HANDBOOK

SAMPLE PAGE

Contents

	Page
Letter to Students	1*
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* Included in SEEK Final Report

To Industrial Arts Students

Dear Student:

The following syllabus has been prepared as a team effort of the Industrial Education Department and Project S.E.E.K. (Sex Equity Education Know-how).

As you read through the outline you will notice sections which encourage women to consider industrial occupations. We are trying to show students that old stereotypes can be overcome when women as well as men enter careers because of interest, ability, and education. We welcome the opportunity to teach and encourage all students, male or female, to acquire the skills necessary to achieve satisfactory personal lives and employment preparation.

This syllabus, besides being an introduction to Industrial Arts 10, is also a tool to be used by you in the course of this semester. Some activities are to be completed as part of your preparation for the demonstrations and tours that are planned.

The purpose of this class is to present an overview of the Industrial Education Program offered by Los Angeles Pierce College. Students will tour the educational facilities and will explore the job opportunities and expectations. The series of class meetings comprise a working coalition of lectures and field trips throughout the campus.

The class is designed to give a general picture of industrial education and to promote an interest in one of the fields. The class will provide a working matrix for the student to make informed decisions about occupational and personal goals. We each have important decisions to make, and it is helpful if the answers are an outgrowth of being educated and informed.

Other areas covered by the class will be (1) the use of the college catalog; (2) student services; and (3) programs available and/or necessary to students of Pierce College. We also include the careers involving Electronics, because of its growing integration into so many other areas, and the Media Center, for its valuable resources.

Your instructor is available to answer any questions.

Good luck this semester. We hope you enjoy this course.

Industrial Arts Department
and
Project S.E.E.K.

SAMPLE PAGE

SAMPLE PAGE

WOMEN IN INDUSTRY

In the history of America, there have been two periods when women have participated heavily in the labor fields of Industrial Arts: welding, quality control, tool and metal machining, etc. One of these periods was the era involving World War II.

During the War, a big demand was placed on the production lines of almost every major industry in America. This was especially evident in the aircraft and armament industries. Because of the urgent need for "man" power abroad on the battlefields, a vacuum was created in the labor lines. This need in the manufacture community was filled by women. Women were hired and trained in the areas of industrial production. America was proud of its welders, riveters, and machinists, who wore skirts (generally also sewn by their wearers). This was due in part to the nationalism that was rampant at that time--the pride that everyone was doing his/her part. Also, women were doing a very good job. Production in these fields had never reached the levels that were attained during the "war effort." The per capita production was one that truly astounded the industries. These mothers, grandmothers, sisters, and daughters of servicemen were doing their share for the war. But even more important, they were doing something that made them proud. Women maintained homes and families in addition to splicing cables, riveting airplane bodies, welding ships and other transports, and assembling engines.

When peace came, the men returned home to the factories and many women returned to their kitchens. But a change had occurred. The women had been exposed to other occupations, in which they had excelled. They had taken up a challenge and had proved themselves to the world. When the government anticipated large numbers of returning soldiers, a gigantic publicity campaign was conducted to have women leave the work force to "make room for our national heroes--the veterans." Many women were terminated, even though they were widows or single heads of households, with the entire responsibility for maintaining a family. Memories of pride and of success were to simmer in the minds of those women who had earned it and they would pass that pride on to their children, along with Mother Goose rhymes.

And so, after thirty years, we have arrived at the second period of history, the present. The pride of accomplishment during the Second World War has been simmering over a slow burner these many, many years, and has provided the women of today with a strong, potent, tasty sauce called "YES--I CAN!". This is now being offered in the form of educational legislation, such as Title IX, the Educational Amendment of 1972. This amendment prohibits sex discrimination in educational policies of any kind. The Vocational Education Act of 1976 complements Title IX, with a mandate for the development of programs to overcome sexual discrimination, bias, and stereotyping. It authorizes the use of Federal funds specifically for this purpose. These are but a few of the legal affirmative actions being taken, but even more amazing and exciting is the surge of women personally breaking down the sex barriers and stereotypes and moving into the career fields of their choice.

Happily, there is, currently, no World War. Why, then, are not these women at home, cooking, cleaning, and tending their families? Are not those the only things women take pride in? True, there are still a good number of women who take a justifiable pride in their domestic careers. But there are others -- and their numbers are growing -- who are finding, as their mothers and grandmothers did before them, pride in an industrial vocation. These are the women of the new era, aligned with the support of others but also standing up with pride in the profession they have chosen.

One of the benefits of women's expanding roles is that men have benefited by also experiencing a new range of choices.

Finally, technology has changed the way we do things, including the need for using "brawn" to determine who can do a specific job. With that change in technology there is coming a change in our society -- a change that will allow men and women alike to choose the path of their lives to correspond to their own needs and goals.

Think not of the Present,
Past, or Future. Think
but of what was, what is,
and what can be.

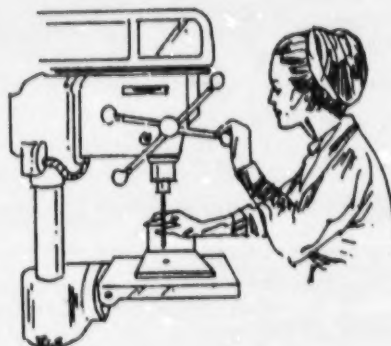
--Christopher Baer Charlton

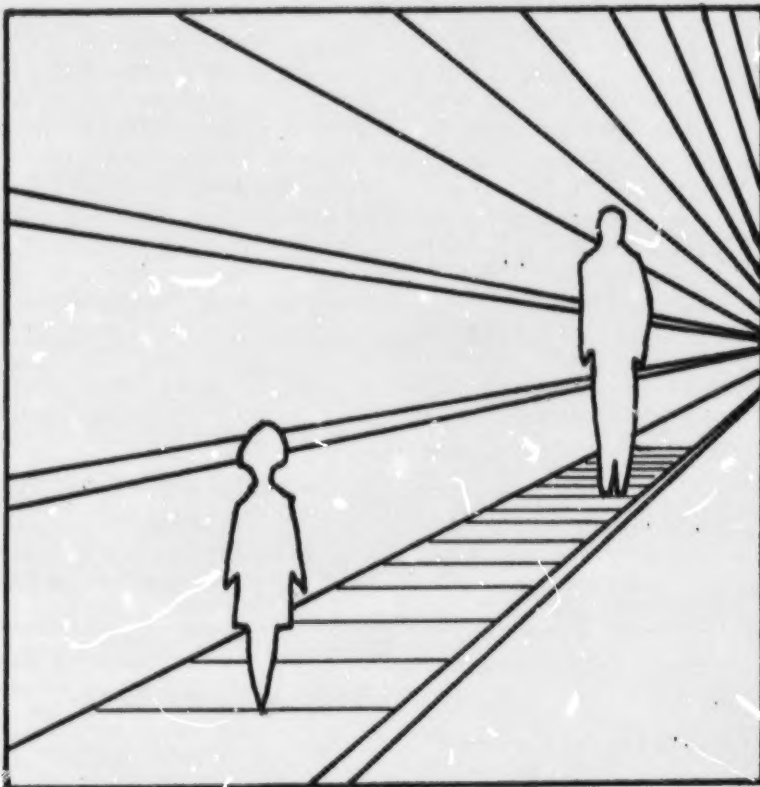
PIERCE COLLEGE



CAREERS in INDUSTRIAL ARTS

LOOK INTO IT!





There are many things that we encounter in our daily lives that are not what they appear to be. Examine the two figures above.

1. Which is the larger? _____
2. Measure the male figure with a ruler. The male figure is _____ inches.
3. Measure the female figure. The female figure is _____ inches.
4. What did you find? _____

Explain. _____

This perception exercise is called an "optical illusion". It deals with the brain and the eyes. There are other illusions that we deal with each day that are not optical but are "social illusions". A social illusion is something we perceive to be real, but only because we are taught to think in stereotyped ways. We have ideas about jobs and who can do them, based on the sex-role stereotypes that we have been taught. Stereotypes are not a fair evaluation of a person's capabilities and the job requirements.

It is one of the goals of project S.E.E.K., to break down those "social illusions" and start people to see the fact, not the illusion. The woman is not smaller or less capable; she is just standing in a different place.

AUTOMOTIVE SERVICE TECHNOLOGY



As our highly mobile society becomes more and more dependent on cars, the demand for Auto Repair Technicians also grows.

As our society is progressively being edged out of the manufacturing areas by foreign Auto Manufacturers, we shall become an even greater auto-service-oriented society. The American fascination with the automobile is greater than in any other country in the world; services and repair will become the lifeline of the auto industry.

Increased emphasis on conservation of energy and efficient, clean running autos, is leading to a greater demand for qualified mechanics.

If a whole car is too much to contend with, just remember this: Even from the carburetor to the rear-end there is room to specialize. All you need is drive.

Course Content

The Auto Shop at Pierce College is a "working shop"--it is run just like a business. Shop management is one of the things the Auto Technology student is taught.

The shop has five basic areas of study or work. Each area specializes in a certain part of the auto, broken down as follows:

1. Engine overhaul: 2-3 students are assigned an engine. To receive a grade, the students, working as a team, must break down the engine, completely overhaul, and rebuild it to a smooth running condition.

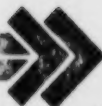
2. Front-end, tires, brakes, and suspension--front-end repair and alignment, and theory on proper tire and wheel selection. Overlapping areas that have direct effect on each other. One hour of theory and one hour of practical hands-on repair.

3. Clutch: Theory and practice of adjustment and rebuilding of clutch.

4. Transmission and hydraulics: Theory and practical application of rebuilding transmissions and total overhaul of hydraulic systems (i.e., brakes, transmission, and shocks).

5. Electrical: Theory and basic electronics. Hands-on repair of starters, generators, and other electrical components. Also instruction in the use and operation of oscilloscopes, and "SUN" scopes for use in electronic tuneups.

Cars are brought from all over the city to be worked on in our shop. Students are also able to work on their own cars. People who have work done pay only for the parts; there is no charge for the labor.



Look Into It!

23 STUDENT WORKSHEET

NAME _____

OCCUPATIONAL FIELD _____

1. What material is taught by this specific program? _____

2. How does this class relate to other IA courses? _____

3. What kinds of jobs are available in this area? _____

4. Requirements for degree/certificate are? _____

5. What are the entry level requirements of this field? _____

6. What are the occupational opportunities of this field?

A) Pay? _____

B) Advancement? _____

C) Forecast changes in the field? _____

7. What would be the value of this field to you personally? (personal
interest/profession/abilities/etc.) _____

THE BEST JOBS FOR WOMEN IN THE '80S

A guide to the jobs that offer the best pay and widest opportunities for women in the next ten years

By KATHRYN B. STECHERT The best jobs for women in the 1980s are, quite simply, men's jobs. And the good news for women seeking to enter the job market or change careers is that most jobs fall into that category. Of the 441 jobs in the Census Occupation Classification System, only about sixty have a significant number of women; all others are traditional male fields.

"Nontraditional jobs are where the money and the opportunities for advancement are. And employers are feeling legal pressures to hire more women," says Jane Fleming, director of Wider Opportunities for Women, a nonprofit women's employment service and advocacy organization in Washington, D.C.

Another reason some nontraditional jobs are so appealing to women, says Carol Eliason, director of the Center for Women's Opportunities of the American Association of Community and Junior Colleges, is that they offer greater opportunity for self-fulfillment. Traditional female occupations—particularly unskilled and semi-skilled jobs, like file clerk, factory assembler, typist, hospital aid—tend to have a high boredom factor. "A woman who goes into a technical field," Ms. Eliason says, "is likely to find greater satisfaction than in one of the repetitive jobs women typically hold."

The most attractive feature of nontraditional jobs, however, is higher (Continued on page 67)

OCCUPATION	OPENINGS PER YEAR	SALARY	EDUCATION OR TRAINING	% OF WOMEN IN JOBS IN 1978	FORECAST	CONTACT FOR MORE INFORMATION*
Accountant/Auditor	51,500	\$11,500-\$20,000 per year	Best opportunities for college graduates, particularly those who have worked part time for an accounting firm while in school. State licensing required for some jobs.	30.1	Employment expected to increase as business becomes more complex and managers rely more on accounting information to make business decisions.	National Association of Accountants, 919 Third Ave., New York, N.Y. 10022
Automobile mechanic	32,000	\$7.76 average hourly pay	Many learn through years of informal on-the-job training; auto-repair courses in secondary, trade or vocational school helpful. Apprenticeship programs also available in some places.	0.6	Job opportunities will be plentiful in this large, growing field. Auto-repair business not very sensitive to changes in economic conditions.	Automotive Service Industry Association, 444 Michigan Ave., Chicago, Ill. 60611
Bank officer & manager	28,000	\$15,000-\$40,000 (more in large banks)	An MBA (Master of Business Administration), with an undergraduate major in social science, is ideal. Many banks, however, offer management training programs to those with bachelor's degrees.	30.4	Rise in employment expected as banking services continue to expand and as increasing dependence on computers requires more officers to provide management and control.	National Association of Bank Women, 111 E. Wacker Drive, Chicago, Ill. 60601
Carpenter	67,000	\$11 average hourly pay	Those with the all-round training provided in apprenticeship programs will be in greatest demand and have most opportunity for advancement.	1	Plentiful job opportunities except during economic slowdowns. Some companies actively seeking women to ward off charges of discrimination.	Your state's dept. of labor can put you in touch with the nearest office of the U.S. Bureau of Apprenticeship and Training.
Computer Programmer	9,700	\$10,400-\$19,000 per year	Prospects are best for college graduates with degree in computer science or related field. Work experience less important than training geared to employer's specific needs.	26.7	Opportunities will grow with the expanding use of computers throughout the business world, and especially in accounting and business-management firms.	Association of Computer Programmers and Analysts, 294 Main St., East Greenwich, R.I. 02818
Computer Systems Analyst	7,600	\$13,000-\$20,800 per year	Best preparation is a science or business degree, plus computer training and work experience, most likely as a computer programmer.	21.1	Outlook for graduates of computer-related curricula is excellent. Demand for analysts should be strong as computer capabilities increase and computers are used for more varied problems.	American Federation of Information Processing Societies, 1815 N. Lynn St., Suite 800, Arlington, Va. 22209
Dentist	4,800	\$39,500 per year average in private practice, though earnings can go much higher	Written and practical exams and degree from dental school (usually 4 years) required for licensing. Bachelor's degree helpful, but not required for admission to dental school.	1.7	Outlook very good since demand expected to exceed number of new dentists in field.	American Dental Association Council on Dental Education, 211 E. Chicago Ave., Chicago, Ill. 60611
Drafter	16,500	\$8,400-\$15,300 per year	Best prospects are for those with an associate (2-year) degree in drafting, but well qualified high school graduates may find opportunities.	11.1	Employment expected to grow rapidly as more drafters needed to support increasing number of scientists and engineers, and as products and processes become more complex.	American Institute for Design and Drafting, 3119 Price Road, Bartlesville, Okla. 74003
Electrician (construction)	13,700	\$10.33 average hourly pay	4-year apprenticeship program is the best preparation.	0.8	Employment will grow but fluctuate with ups and downs in construction. Construction electricians, however, transfer readily to other types of work (e.g., factory maintenance).	International Brotherhood of Electrical Workers, 1125 15 St. NW, Washington, D.C. 20005

THE BEST JOBS FOR WOMEN IN THE '80s

pay. By the end of this decade 57 percent of women are expected to be working; and then, as now, the majority will be supporting or helping to support families. Yet nearly 70 percent of working women are clustered in traditional women's jobs—often low-paying clerical, service and factory work. "The large wage gap—women's salaries average only 60 percent of

men's—won't close until significant integration in jobs occurs," says Ralph Smith, an economist with the National Commission for Employment Policy. "Until women break into nontraditional fields in large numbers, the dream of equal employment opportunity won't be met."

"Think nontraditional" is sound advice, but it's not always easy

OCCUPATION	OPENINGS PER YEAR	SALARY	EDUCATION OR TRAINING	% OF WOMEN IN JOBS IN 1976	FORECAST	CONTACT FOR MORE INFORMATION*
Emergency Medical Technician (ambulance attendant)	37,000	\$9,000 per year average starting salary	An 81-hour instruction program in emergency medical skills (designed by the U.S. Department of Transportation) is required. Advanced training is also offered in many states.	not available	Increased public awareness of need for emergency medical services, with the encouragement of the federal government, creating demand.	Emergency Medical Services Division of the Health Dept., or the Governor's Office for Highway Safety in your state
Engineer	56,500	\$14,800-\$21,000 per year average starting salaries. Experienced engineers earn much more	Bachelor degree in engineering the minimum requirement for beginning jobs; rapid advances in technology require continuing education.	2.8	Good opportunities for engineers of all specialties—electrical, civil, chemical, mechanical.	Society of Women Engineers, 345 S. 47 St., New York, N.Y. 10017
Industrial Machinery Repairer (maintenance mechanic)	30,000	\$6.47 average hourly pay	Many learn through years of on-the-job experience beginning as helpers; others through 4-year apprenticeship programs, which combine classroom study with on-the-job training. High school courses in math, mechanical drawing, blueprint reading recommended.	not available	As more machinery is used in manufacturing, mining, oil exploration and other industries, and as machinery becomes more complex, need for skilled repairers will grow.	International Union of Electrical, Radio and Machine Workers, 1125 16 St. NW, Washington, D.C. 20036
Lawyer	23,400	\$15,000-\$18,000 per year average beginning salaries. Experienced lawyers can earn much more	Bachelor's and law degrees usually required; admission to a state bar (usually by written exam) necessary. Best opportunities for those with good records from prestigious law schools. Others may find good opportunities in fields where legal training is an asset, but not a requirement.	9.4	Although openings are expected to increase, competition will be keen because law school graduates are increasing as well. Considered good field for women, nonetheless, since women are under-represented and legal background is valuable to many careers.	American Bar Association, 1155 E. 60 St., Chicago, Ill. 60637
Manufacturer's sales representative	17,600	\$6,000-\$24,000 average beginning salaries. With commissions, can be much higher	College degree increasingly desirable, but level of education dependent on product and market (e.g., drug sales usually require some pharmaceutical training). Trainee programs available with some companies.	14.5	Competition among manufacturers and general growth in manufacturing will increase demand for sales representatives. Increasingly good field for women; excellent entry route to management positions.	Sales and Marketing Executives International, Career Education Division, 380 Lexington Ave., New York, N.Y. 10017
Machinist	20,000	\$6.76 average hourly pay	Participation in an apprenticeship program after high school or vocational school is best way to learn. Some companies have training programs.	3.1	Increased demand for machined goods (e.g., household appliances, industrial products) will create greater demand for machinists.	International Association of Machinists and Aerospace Workers, 1300 Connecticut Ave. NW, Washington, D.C. 20036
Pharmacist	8,900	\$14,600-\$26,700	A license (necessary in all states) requires graduation from an accredited pharmacy college (at least 5 years beyond high school), passing a board exam and, usually, a specified amount of experience under supervision of a registered pharmacist.	16.9	Employment outlook especially good in hospitals, nursing homes and other health facilities.	American Association of Colleges of Pharmacy, 4630 Montgomery Ave., Suite 201, Bethesda, Md. 20814
Plumber and Pipefitter	30,000	\$10.40 average hourly pay	Apprenticeship is best way to learn the trade. Most programs consist of 5 years of on-the-job training in addition to at least 216 hours of classroom instruction annually.	0.7	Increase in construction and more homes and businesses with air conditioning, solar heating and appliances will keep demand high. Less sensitive to fluctuations in construction activity than other building trades.	National Association of Plumbing, Heating and Cooling Contractors, 1016 20 St. NW, Washington, D.C. 20036
Police Officer	32,500	\$11,300-\$17,000; higher in large cities	Some college training in law enforcement helpful, especially in cities, but not required.	5.9	Demand will increase as law enforcement becomes a higher priority in most communities. Opportunities especially good for women and minorities as departments seek more balance.	National Association of Women Police, 1100 NE 175 St., Miami, Fla. 33161
Truck driver (local only)	73,000	\$7.22 average hourly pay	Commercial driving permit (chauffeur's license) required. Additional written and driving tests often required. Some companies have training programs, but many drivers learn on the job.	6.6	Rise in overall business activity will increase freight distribution and create more demand for drivers. Those with good driving records and some experience as a driver's helper or dock worker have best chances.	American Trucking Associations, Inc. Public Relations Dept., 1616 P St. NW, Washington, D.C. 20036
Welder	33,800	\$10-\$12 average hourly pay	Most employers prefer some high school or vocational school training in welding. Many opportunities for advancement to inspector, supervisor, welding engineer or technician, especially for those with college training.	6	As welding becomes more widely used in construction and manufacturing, opportunities will increase. About two thirds of welders help manufacture durable goods, so opportunities decline during economic slowdowns.	The American Welding Society, 2501 NW 7th St., Miami, Fla. 33125

* Send a stamped, self-addressed envelope with any request for information.

SEX EQUITY PROJECT S.E.E.K.

Sex Equity Education Know-how - Ext. 452

Instructor: _____

- 1.) Please assist us in a project to contact "no show" students by completing the attached survey. In addition;
- 2.) If you know of any students enrolled in your courses who might benefit from our services, please list their names on the back of the attached form. Your comments and suggestions are encouraged.

Thank you.

Carol Rookstool, Director
Sex Equity Project

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Sex Equity Education Know-how - Etc. 452

Please return to the Sex Equity Office

Please list all MEN students who enrolled in your courses and did NOT attend the first class meeting. Our office will conduct a telephone follow-up to encourage students who have indicated an interest in courses which are non-traditional for their sex.

COURSE

(Frank Lee Lost)

Sex Equity Education Know-how - Ext. 452

Please return to the Sex Equity Office

Please list all **WOMEN** students who enrolled in your courses and did **NOT** attend the first class meeting. Our office will conduct a telephone follow-up to encourage students who have indicated an interest in courses which are non-traditional for their sex.

[illegible]

SEX EQUITY PROJECT ATTENDANCE CALLING RECORD
NO SHOW/NON-ATTENDANCE

Request Date _____

Name of Student _____

Student # _____

Phone # _____

Class _____

Instructor _____

Faculty Comments _____

RESULTS OF CALL

Reasons for Non-Attendance:

_____ Financial _____ Class too difficult _____ Scheduling mix-up _____ Illness

Other:

_____ Wrong Phone _____ Needs Tutoring _____ Instructor, please call student

Comments _____

Times
Called _____

Recruiter _____

SEEK

RETENTION
STRATEGY

INTERVIEW GUIDE FOR "NO-SHOW" OR "STUDENT ABSENT" SURVEYS



Before making the call: Fill in the student's name, college ID, phone number, and "no-show" course title.

Making the call: When attempting to reach the subject, be sure to include in the space provided (1) the date and time of the attempt, and (2) any information which you get on the subject's whereabouts. (Example: Phone Busy (BY); Disconnected (D); No Answer (NA); Subject will call back (SWCB); Interviewer will call back (IWCB); etc.; if someone answers, find out and write down when the subject is best reached (e.g., "Works 8-4; call evenings except Thurs.)). If the subject answers, say:

THIS IS (your name) OF THE PIERCE COLLEGE RESEARCH PROJECT.

WE'RE DOING A SURVEY OF STUDENTS, AND I WONDER IF I MIGHT

TAKE A FEW MINUTES OF YOUR TIME?

(Give the respondent a chance to reply.) If the subject agrees, say THANK YOU, and continue with the interview. If the subject is busy at the moment, find out when you may call back. If the subject refuses,

Say: THANK YOU, in a polite manner, and hang up.

If someone else answers, try and find out when the subject can be reached.

Do not tell the person more than "WE ARE DOING A SURVEY OF STUDENTS." The other people in the house may not know what the student is/is not doing at school, and we do not have the right to intrude on his/her privacy by sharing our knowledge with parent, wife, husband, etc.

If the subject has refused to be interviewed, check the appropriate "Cooperative" box, date the form, and place it in the file.

If you cannot reach the subject in three attempts (including one evening call), or if the phone has been disconnected and there is no referral number, follow the procedures set up by your project coordinator. Be sure to date the form. If you have reached the subject, explain that he/she has been selected as part of a study designed to help your college improve the service provided by the college. Tell the student that the instructor for - - - - - (course) had noticed that the student had been absent. Explain that if they are willing to answer these questions the college will be able to (1) determine the extent to which vocational classes are helpful to students and (2) to pinpoint the areas of difficulty that students experience which cause them to be unable to attend class.

THIS IS A VERY IMPORTANT PART OF THE INTERVIEW. IF YOU CAN GET THE RESPONDENTS "ON YOUR SIDE," THEY WILL BE MORE WILLING TO ANSWER SOME OF THE POSSIBLY SENSITIVE QUESTIONS YOU WILL BE ASKING, SUCH AS THEIR NEED FOR SPECIAL ASSISTANCE.

IT IS IMPORTANT AT THIS POINT TO PROVIDE SOME "DISCUSSION SPACE" TO SET THE CLIMATE FOR THIS AND FUTURE INTERVIEWS. ALLOW THE RESPONDENTS TIME AND SPACE TO ASK WHATEVER QUESTIONS THEY WISH TO. RESPOND IN A FRIENDLY FASHION, REMEMBERING ALWAYS THAT THE SUCCESS OF THIS STUDY DEPENDS ABSOLUTELY ON THE STUDENTS' WILLINGNESS TO COOPERATE WITH US.

Once this portion of the interview is complete, continue with the interview according to the instructions on the "student absent" form or the "no-show" survey.

Note that the numbers in the margin match the numbers of the data items on the Data Sheets. Be sure that you fill in the data for the appropriate data item. Return a copy of the survey to the instructor of the target class.

PLEASE TELL US ABOUT YOURSELF
(Please Print)

NAME _____

Date _____

ADDRESS _____

S.S. # _____

CITY _____

Birth Date _____

ZIP _____

Phone _____

Male ☐ Female ☐PLEASE CHECK: Student ☐ Faculty ☐ Community ☐

These are some of the areas where there are alternative career choices. Which one(s) would you be interested in?

Agricultural Science ☐ Business-Escrow ☐ Electronics ☐ Computer Science ☐Industrial Education (welding, auto tech., etc...) ☐ Office Administration ☐Undecided ☐ Other _____

EVALUATION

We would appreciate your helping us to evaluate this day by responding to these questions about this event.

How did you find out about this event? ☐ teacher ☐ poster ☐ bulletin☐ office on campus ☐ friend ☐ school paper ☐ community newspaper☐ other (please specify) _____

To what extent did this event provide you with new ways of looking at: (Circle one for each)

	Very Little					Very Much	Not Applicable
Yourself	1	2	3	4	5		☐
College Classes	1	2	2	4	5		☐
Careers	1	2	3	4	5		☐

Were you given some ideas on how to continue with this activity beyond this program?

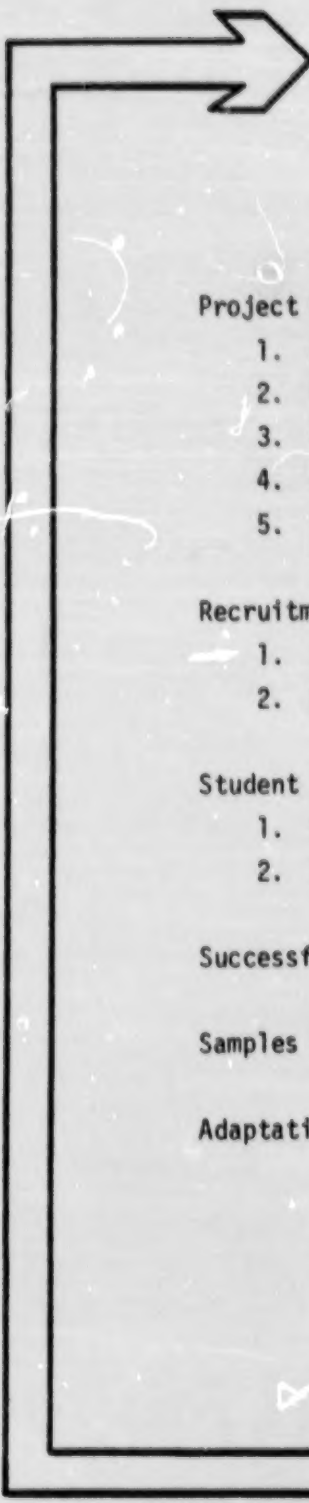
☐ yes ☐ no

Comments or suggestions: _____

**SEX
EQUITY
EDUCATION
KNOW-HOW**

EVALUATION OF PRESENTATION

- | | Very
Clear | | | | Vague |
|--|---------------|---|---|---|-------|
| 1. Were the goals of this session clear? | 5 | 4 | 3 | 2 | 1 |
-
- | | Fully | | | | Not at all |
|---------------------------------------|-------|---|---|---|------------|
| 2. To what extent were the goals met? | 5 | 4 | 3 | 2 | 1 |
-
- | | Very
Well | | | | Not at all |
|--|--------------|---|---|---|------------|
| 3. How well-organized was the presentation | 5 | 4 | 3 | 2 | 1 |
-
- | | Very
Helpful | | | | Not helpful |
|---|-----------------|---|---|---|-------------|
| 4. How helpful will the presentation be to your work? | 5 | 4 | 3 | 2 | 1 |
-
5. What I found most useful was
-
-
-
6. What I would like more of is
-
-
-
7. What I would change is
-
-
-
8. Additional remarks:



EXHIBITS

Project Brochures

1. Agriculture Department (Agricultural Engineering) 1
2. Business Administration (Word Processing) 3
3. Computer Science (Computer Technology) 5
4. Electronics 7
5. Industrial Education Department (Industrial Arts 10) 9

Recruitment Flyers for Target Classes

1. Flyers 1979-80 11
2. Revised Flyers for Fall 1980 12

Student Program Flyers

1. SEEK Programs (Calendars) 17
2. SEEK Programs (Flyers) 19

Successful Publicity - Examples 24

Samples of Letters to Students 38

Adaptation Examples 41

SEEK



Non-Profit
Organization
Permit No. 45
Woodland Hills,
California

BROCHURE EXAMPLE
Reduced 1/2

Up on the Farm

With women in record numbers going into agriculture, THE FUTURE LOOKS PROMISING.

There is job security in agricultural careers for a technological society.

There are many career opportunities, and we are encouraging students to explore some of the non-traditional classes we offer at Los Angeles Pierce College.

FARM TRACTORS

Agricultural Engineering 3 (2 Units)
Emphasizes skills in the operation of tractors and equipment. Useful for careers in food industries, light construction and small farms.

SURVEYING FOR AGRICULTURE & NATURAL RESOURCE MANAGEMENT

Agriculture Engineering 7
Prepares students to understand surveying techniques. Students interested in Ornamental Horticulture, Landscaping and Natural Resource Management will also benefit from exposure to survey methods.

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

The Los Angeles Community College District is a consortium of six colleges. This brochure is distributed on the basis of each college's enrollment in the field of agriculture. For more information, contact the Los Angeles Community College District, Office of Information, 6201 Winnetka Avenue, Woodland Hills, CA 91371. District Office: 818-717-3800, Ext. 215.

SEEK
Seek Supply Education Everywhere

- » Agriculture
- Computer Technology
- Electronics
- Industrial Education
- Word Processing

Exciting things are happening to make life more interesting for you! More rewarding, too! This brochure has been designed to start you thinking about yourself in a new way. We have included a brief summary of the laws which are helping people find the right career for them, as an individual. We have also included a list of steps that will lead you along the path to success.

SEEK

SEX EQUITY

Definitions for New Choices

EQUITY Justice according to natural law or right, specifically freedom from bias or favoritism.

SEX STEREOTYPING

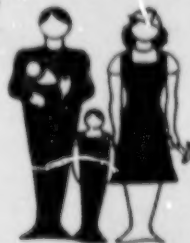
Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.



SEX DISCRIMINATION Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex.

SEX AFFIRMATIVE Programs, policies or procedures designed to increase opportunities for all under-represented groups in an attempt to overcome the effects of sex discrimination.

NON-TRADITIONAL OCCUPATION/PROGRAMS



Those occupations or programs which have previously been limited to one sex or in which there is usually less than 20 percent of one sex employed or enrolled.

Pierce College is committed to assisting all students to advance toward their educational goals. We encourage each one of you to search broadly for your personal fulfillment, including those occupational areas which you would have traditionally not considered. Fortunately, many previous restrictions of opportunity and attitude are diminishing, and the world lies before you. Pierce can help. Please let us.

Hubert Kowitz
President
Los Angeles Pierce College

LAWS TO HELP STUDENTS

TITLE IX

Congress passed Title IX of the Educational Amendments in 1972. Sex discrimination is prohibited in Federally assisted education programs. Title IX states:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

TITLE II

Title II of the Education Amendments of 1976 is Federal Legislation regarding vocational education. One of the purposes is to help all students receive the job training needed to become financially secure. Part of the law is:

To develop and carry out programs of Vocational Education within each state so as to overcome sex discrimination and sex stereotyping in Vocational Education programs, and thereby furnish equal educational opportunities in Vocational Education to persons of both sexes.

Steps..to...Success

ADMISSION AT PIERCE COLLEGE... This is your first step. The people to guide you will be found in the Administration Building. You may call the Admissions Office at 347-0551 x 204 for information.

COUNSELING... This step insures that you are off to a good start. There are lots of good people to help you.

What classes do I need?

What career is best for me?

Can I transfer to a university?

Where should I start?

How long will the course take?

What income can I expect?

TRY IT. YOU'LL LIKE IT!!! SEE A COUNSELOR IN THE ADMIN. BLDG.

WHAT WILL IT COST... There is no tuition for California residents. Students must purchase books and there may be a small supply fee for some classes. The **FINANCIAL AID OFFICE** is in Bungalow 17. Don't let the lack of funds keep you from starting. You'll be amazed at the help that is available.

SUPPORT FOR NON-TRADITIONAL STUDENTS... You bet! Whatever the problem...or to find a friendly place on campus, come to Bungalow 19 or call Carol Rookstool at Ext. 452 for any assistance you may need.

SERVICES AVAILABLE...

Work Experience Credit

Scholarships

Career Counseling

Math Anxiety Workshops

Job Placement/Summer Jobs

Special Classes for Beginners

Advanced Classes for Opportunities

Discussion/Support Groups

Speakers/Successful Professionals

Field Trips/Business Contacts

*Good luck on your trip!
Here is one of your options*

BEST COPY AVAILABLE

CAREERS IN AGRICULTURE

Learn about the aspect of agriculture that most interests you.

AGRICULTURE-RELATED CAREERS

The possibilities are numerous, not only for learning new skills, but also for applying old ones. Most of these jobs offer wide administrative, managerial and creative challenges. They include:

AGRICULTURE PRODUCTION — crop and animal production, **AGRICULTURAL ENGINEERING** — soil science, machinery design, farm waste management, **AGRICULTURAL ECONOMICS** — farm management, business management, international economy, agri-banking, **AGRICULTURAL SCIENCE** — biology, botany, ecology, genetics, breeding, forestry, animal science, equestrian science, **ENVIRONMENTAL SCIENCE** — landscape architecture, aquatic and atmospheric study, natural-resource management, **FOOD SCIENCE** — nutrition, food analysis, **PLANT SCIENCE** — vegetable crops, field crops, horticulture, pomology, ornamental horticulture, floriculture, plant breeding, **SOCIOLOGY AND BEHAVIOR, COMMUNICATIONS** — rural studies, agri-journalism, product marketing, sales promotion, data collection, **AGRICULTURAL EDUCATION** — teaching agricultural subjects.

For more information on careers in agriculture, call:

L.A. Pierce College 347-0551

Agriculture Department — Lindsay Roggeas Ext. 251

SEEK Counselor — Edson Self Ext. 444

SEEK Director — Carol Rookstool Ext. 452

SEEK

Word Processing



**DISCOVER WHAT'S NEW
ABOUT WORKING IN AN
OFFICE!**

INTRODUCTION TO WORD PROCESSING

Office Administration 35

This course introduces students to the new office machinery that is making business communication more efficient and economical.

AUTOMATED TYPING

Office Administration 39

Preliminary training in operation of automated, high-speed, typewriting equipment such as the Mag Card II, Lextron, Videotype and IBM Memory Typewriter.

HUMAN RELATIONS IN THE OFFICE

Office Administration 70

This class emphasizes the human side of working in a highly mechanized office environment: motivation, assertion, decision-making and problem solving.

New Profile
Organization
Period No. 65
Woodland Hills,
California

BROCHURE EXAMPLE
Reduced by

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

The Los Angeles Community College District is an equal opportunity institution. No person shall be discriminated on the basis of race, sex, age, religion, ethnicity, national origin, or handicap in any of its programs or services. District Office: 6201 Winnetka Avenue, Chatsworth, CA 91311.

SEEK

214

SEEK

Los Angeles Education Network

Agriculture

Computer Technology

Electronics

Industrial Education

Word Processing

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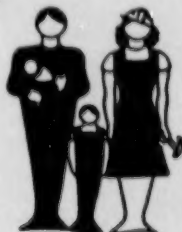
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*Good luck on your trip!
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Word Processing

Word processing is a blending of the world of computers to the world of business communication. With word processing systems, secretaries no longer merely take dictation, type and file. As a matter of fact, secretaries are no longer secretaries — they are word processing specialists. They take what an executive has recorded on an advanced dictation recording device, and using computer technology, transfer the recorded information onto the printed page. Filing cabinets are quickly becoming a thing of the past. Word processing specialists store information on computer tape and retrieve with the push of a button.

Pierce College can help you if you're interested in this rapidly growing field. Word processing courses as Pierce such as Introduction to Word Processing (O.A. 35), Automated Typewriting (O.A. 39), and Human Relations in the Office (O.A. 70) can train you to fit right into this new type of office environment.

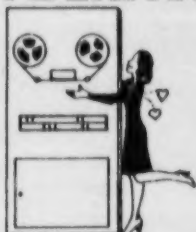
FOR INFORMATION:

OFFICE ADMINISTRATION Kathy Basil Ext. 248

SEEK DIRECTOR Carol Rookstool Ext. 452

SEEK

BE A PART
OF THE FUTURE IN
**COMPUTER
TECHNOLOGY**



Women — *Help yourself to a future
with excellent pay
*In 1979 our female
graduates had an average
starting salary of more than
\$15,000.

CALL PROJECT S.E.E.K.
347-0551 Ext. 452

Dedicated to serving women and men
who are considering careers that are
non-traditional.

Other Non-Traditional Programs

Women	Men
— Electronics	— Escrow
— Industrial Arts	— Word Processing
— Agriculture	— Floral Horticulture

ENROLL — L.A. PIERCE COLLEGE
Day and Evening Classes
Tuition Free

Non-Profit
Organization
Permit No. 65
Woodland Hills,
California

BROCHURE EXAMPLE
Reduced 1/2

Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371

The Los Angeles Community College District, in compliance with your right of application does not discriminate on the basis of race, sex, age, religion, marital status, sexual orientation or handicap. Please contact the District Office for more information. L.A. Pierce College is an Affirmative Action Institution. LOS 0218-7788 Ext. 115

SEEK
Sex Equity Education Network

Agriculture

Computer Technology

Electronics

Industrial Education

Word Processing

BEST COPY AVAILABLE

Exciting
things are happening
to make life more
interesting for you! More
rewarding for you! More
This brochure has been
designed to start you
thinking about yourself
in a new way.
We have included a brief
summary of the laws
which are helping people
find the right career for
them, as an individual.
We have also included
a list of steps that
will lead you along the
path to success.



SEX EQUITY

Definitions for New Choices

EQUITY Justice according to natural law or right, specifically freedom from bias or favoritism.

SEX STEREOTYPING

Attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.



SEX DISCRIMINATION Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex.

SEX AFFIRMATIVE Programs, policies, or procedures designed to increase opportunities for all under-represented groups in an attempt to overcome the effects of sex discrimination.

NON-TRADITIONAL OCCUPATIONS / PROGRAMS



Those occupations or programs which have previously been limited to one sex or in which there is usually less than 20 percent of one sex employed or enrolled.

Pierce College is committed to assisting all students to advance toward their educational goals. We encourage each one of you to search broadly for your personal fulfillment, including those occupational areas which you would have traditionally not considered. Fortunately, many previous restrictions of opportunity and attitude are diminishing, and the world lies before you. Pierce can help. Please let us.

Hubert Kauter
President
Los Angeles Pierce College

LAWS TO HELP STUDENTS

TITLE IX

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Steps..to...Success

ADMISSION AT PIERCE COLLEGE... This is your first step. The people to guide you will be found in the Administration Building. You may call the Admissions Office at 347-0551 x 204 for information.

COUNSELING... This step insures that you are off to a good start. There are lots of good people to help you.
What classes do I need?
What career is best for me?
Can I transfer to a university?
Where should I start?
How long will the course take?
What income can I expect?

TRY IT, YOU'LL LIKE IT!!! SEE A COUNSELOR IN THE ADMIN. BLDG.

WHAT WILL IT COST... There is no tuition for California residents. Students must purchase books and there may be a small supply fee for some classes. The **FINANCIAL AID OFFICE** is in Bungalow 17. Don't let the lack of funds keep you from starting. You'll be amazed at the help that is available.

SUPPORT FOR NON-TRADITIONAL STUDENTS... You bet! Whatever the problem...or to find a friendly place on campus, come to Bungalow 19 or call Carol Rookstool at Ext. 452 for any assistance you may need.

SERVICES AVAILABLE...

- Work Experience Credit
- Scholarships
- Career Counseling
- Math Anxiety Workshops
- Job Placement/Summer Jobs
- Special Classes for Beginners
- Advanced Classes for Opportunities
- Discussion/Support Groups
- Speakers/Successful Professionals
- Field Trips/Business Contacts

*Good luck on your trip!
Here is one of your options!*

BEST COPY AVAILABLE

COMPUTER TECHNOLOGY

Computer Science Department
Los Angeles Pierce College
6201 Winnetka Avenue
Woodland Hills, CA 91371
(213) 347-0551

1. HOW DO I GET STARTED?

Invest some time! Come to Pierce College Computer Center for a short tour and an interview. It may be the most important hour of your life!

2. WHAT KNOWLEDGE IS REQUIRED?

We can assist you in basic skills, career exploration and academic counseling. If you are interested in a future in computer technology, we have counselors to help you.

3. WHO MAY APPLY FOR ADMISSION?

You may apply for admission if you are a high school graduate or if you are 18 years of age or older.

4. WHAT IS THE COURSE OF STUDY?

During the first year of the Computer Technology Curriculum, students study the "logic circuits" utilized by computers in performing their many functions. They are introduced to the world of solid state and integrated circuit electronics. They learn how real-world problems are translated and solved by modern computer systems.

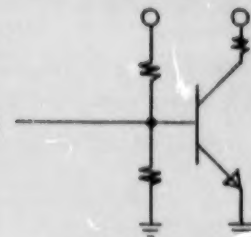
During the second year, students program, operate and study full scale computer systems and their associated peripheral devices. Emphasis is on total system operation. Microprocessor educational systems are used to demonstrate recent advances.

5. WHAT EMPLOYMENT OPPORTUNITIES EXIST?

- Field Service
- Marketing
- Hardware Systems Analyst
- Manufacturing Engineer
- Customer Engineering
- Research and Development
- Digital Computer Technician

SEEK

Electronics



PREREQUISITES — NONE You Can Do It!

Jobs-Unlimited Pay-Excellent

Los Angeles Pierce College offers classes which will prepare you to enter the most rapidly growing field in technology.

The basic concept of this program is to allow the student the flexibility of selecting either individual courses or the Associate Degree. The courses have also been designed for maximum transferability to four-year institutions for those students wishing to obtain a Bachelor's degree.

NOT FOR MEN ONLY

The number of women in electronics is increasing. Our surveys have shown a trend toward greater use of teams, utilizations of diverse skills and encouragement for new entrants in electronics. These opportunities will extend equally to women and men.

SEX EQUITY IN EDUCATION
L.A. Pierce College

Non-Profit
Organization
Permit No.65
Woodland Hills,
California

BROCHURE EXAMPLE
Reduced 1/4

Los Angeles Pierce College
6201 Winnetka Avenue
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The Los Angeles Community College District is a non-profit organization which provides educational services to the community. It is a member of the National Association of Community Colleges. The District is located in the Los Angeles area and has a total enrollment of over 100,000 students. The District is a member of the National Association of Community Colleges and the National Association of Community College Administrators.

SEEK
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» Electronics

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EXHIBITS
Page 7

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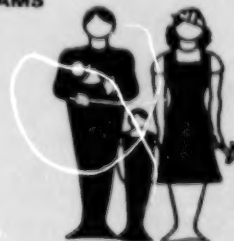
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Scholarships
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Math Anxiety Workshops
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*Good luck on your trip!
Here is one of your options!*

Learn from the beginning
NO PREVIOUS EXPERIENCE NEEDED

ELECTRONICS

Spring 1980

Classes for the Now Profession
Introduction to Electronics
(Electronics 2) 3 Units

Ticket #454 MWF 10-11 a.m.
Ticket #3163 T 6:30-9:30 p.m.
A survey course which provides a non-technical overview of electronic careers. Bionics, Avionics, recording and film technology...etc. are explored.

Fundamentals of Electronics
(Electronics 4A) 3 Units

Ticket #455 MWF 8:00-9:00
Ticket #456 MWF 11:00-12:00
Ticket #3164 M 6:30-9:30
Ticket #3165 W 6:30-9:30
Ticket #3614 *W 7:00-10:00

*Meets at Cress High School

Designed for beginning electronics students with no prior experience with electricity or electronics.

Fundamentals of Electronics Lab
(Electronics 4B) 1 Unit

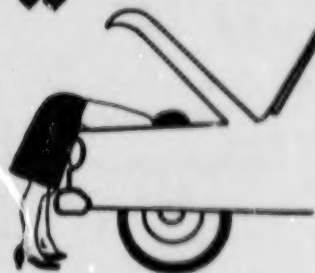
Ticket #457 T 9:00-12:00
Ticket #458 Th 9:00-12:00
Ticket #459 T 12:30-3:30
Ticket #3166 M 6:00-9:00
Ticket #3167 W 6:30-9:30
Ticket #3168 Th 6:30-9:30

QUESTIONS???????

Call L.A. Pierce College 347-0551
Counselor for Electronics - Rudy Domey Ext. 442
Department Chairman - Bill Shaw Ext. 410
Project SEEK - Carol Rookstool Ext. 452
(Service to students in non-traditional fields)

SEEK

Look Into It!



Non-Profit
Organization
Permit No. 65
Woodland Hills,
California

BROCHURE EXAMPLE
Reduced 1/2

INDUSTRIAL ARTS 10

A Co-ed Class for Career Opportunities

Ticket #1263 Thursdays 1:00 — 2:00

Begins February 7, 1980

— No Prerequisites —

A fast paced, informal class to discover the career choices in:

- Auto Service
- Construction
- Drafting
- Quality Control
- Metal Machining
- Numerical Control
- Tool and Die
- Welding

Project SEEK is dedicated to students who may want to explore non-traditional careers.

Los Angeles Pierce College
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SEEK

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SEEK

See Copying Education Materials

Agriculture

Computer Technology

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INDUSTRIAL EDUCATION

Project SEEK is looking for students who are interested in a career in one of the following Industrial Education fields:

- **AUTOMOTIVE SERVICE TECHNOLOGY** — Come on! It's time we got under our cars and found out more about the machines that get us to and from work.
- **CONSTRUCTION TECHNOLOGY** — A woman's house is her castle...especially if she has a hand in building it.
- **DRAFTING** — Sharpen your pencils and get ready for an exciting, rewarding and challenging career.
- **QUALITY CONTROL** — Precision and organizational skills pay off here!
- **MACHINE SHOP TECHNOLOGY** — If you don't think power driven machines are an important part of industry, ask Ross the Riveter...or call Project SEEK at 347-0551 Ext. 453.
- **NUMERICAL CONTROL** — A simple example of this process is the punched paper roll in a player piano. But it gets much more interesting when it involves high powered machine tools.
- **TOOL AND DIE** — Learn about the art of producing quality precision parts.
- **WELDING** — If you join Project SEEK, you can join just about anything...anything made of metal that is.

The most important point to be made here is that Industrial Education is for everyone. It makes no difference if you are male or female. Everyone wants to have a well paying job and be in a profession in which there is a high demand for qualified workers. We can prepare you for those jobs. Find out more by contacting:

Industrial Education Department Chair
Robert Munsey Ext. 362
SEEK Counselor Eden Shell Ext. 444
SEEK Director Carol Rockswold Ext. 453

SEEK

ESCROW 4

Escrow Case Problems
SPRING SEMESTER '80



A Moving Experience

ESCROW 4 - ESCROW CASE PROBLEMS
3 UNITS - TICKET # 3217
WED'S 7:00-10:00 - BEGINS FEB. 6, 1980
INFORMATION: CALL PROJECT S.E.E.K.
347-0551 EXT: 452
L.A. PIERCE COLLEGE

ELECTRONICS

NOT FOR MEN ONLY.
NOW WOMEN ARE CONSIDERING.

PARTICIPATE IN THE MOST RAPIDLY
EXPANDING FIELD OF TECHNOLOGY TODAY.
JOBS UNLIMITED - PAY EXCELLENT
CLASSES FOR THE NOW PROFESSION.
YOU CAN DO IT!

PREREQUISITES - NONE

ELECTRONICS 2 - INTRODUCTION 3 UNITS
ELECTRONICS 4 - FUNDAMENTALS 4 UNITS
DAY & NIGHT CLASSES

INFORMATION: CALL PROJECT S.E.E.K.*
347-0551 EXT: 452
L.A. PIERCE COLLEGE
SPRING SEMESTER '80

* DEDICATED TO SERVING STUDENTS WHO ARE
CONSIDERING NON-TRADITIONAL CLASSES.

AGRICULTURAL ENGINEERING



UP ON THE FARM

AG. ENG. 1 ~ FARM MECH. 2 UNITS

AG. ENG. 3 ~ FARM TRACTORS 3 UNITS

INFORMATION: CAREER CENTER

347-0551 EXT: 466

LOS ANGELES PIERCE COLLEGE

FALL SEMESTER '80

DEDICATED TO SERVING STUDENTS WHO ARE
CONSIDERING NON-TRADITIONAL CAREERS.

WORD PROCESSING PROGRAM
NOW MEN ARE CONSIDERING
NOT FOR WOMEN ONLY.



GET PLUGGED IN AND GO!

O.A. 35-INTRO. TO WORD PROCESSING 3 UNITS

O.A. 39-AUTOMATED TYPING 2 UNITS

DAY & NIGHT CLASSES

INFORMATION: CAREER CENTER

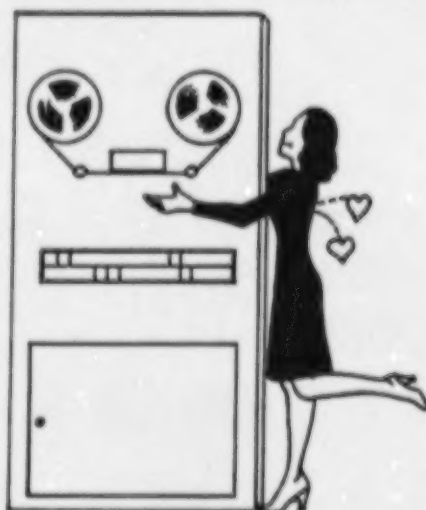
347-0551 EXT: 466

FALL SEMESTER '80

LOS ANGELES PIERCE COLLEGE
DEDICATED TO SERVING STUDENTS WHO ARE
CONSIDERING NON-TRADITIONAL CLASSES

COMPUTER TECHNOLOGY PROGRAM

WOMEN HELP YOURSELF TO A FUTURE WITH
EXCELLENT PAY. IN 1979 OUR FEMALE
GRADUATES HAD AN AVERAGE STARTING
SALARY OF MORE THAN \$15,000 A YEAR.



MAKE THE GOOD TIMES ROLL!

CONTACT C. ALVAREZ FOR ADMISSION INTERVIEW
& A TOUR OF THE COMPUTER CENTER, EXT. 393

INFORMATION: CAREER CENTER

347-0551 EXT: 466

LOS ANGELES PIERCE COLLEGE

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ELECTRONICS

PARTICIPATE IN THE MOST RAPIDLY
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CLASSES FOR THE NOW PROFESSION.

YOU CAN DO IT!

JOBS UNLIMITED

PAY- EXCELLENT



PREREQUISITES - NONE

ELECTRONICS 2 - INTRODUCTION 3 UNITS

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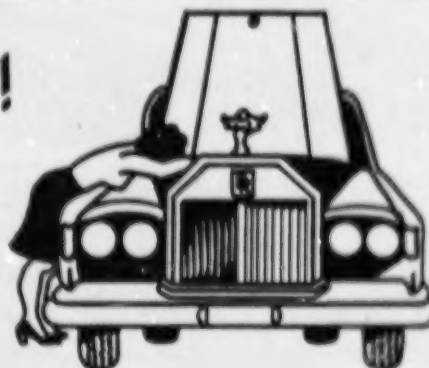
INDUSTRIAL ART 10

• NO-PREREQUISITES •

CO-ED CLASSES

LOOK INTO IT!

AUTO SERVICE
CONSTRUCTION
DRAFTING
METAL MACHINING
QUALITY CONTROL
WELDING



INDUSTRIAL ARTS 10
(1 UNIT)

A FAST PACED INFORMAL CLASS TO
DISCOVER CAREER OPPORTUNITIES

INFORMATION: CAREER CENTER

347-0551 EXT: 466

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DEDICATED TO SERVING STUDENTS WHO ARE
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SEX
EQUITY
EDUCATION
KNOW-HOW

Fall 1979



Program to reduce Sex Barriers in Vocational Education

<u>DATE</u>	<u>EVENT</u>
Oct. 23	<u>Premier of "Sesty Minutes".</u> Hilarious new film! Campus Center Conference Room Thursday at 12:00 and 1:00.
Oct. 29	<u>The Sky's the Limit.</u> Jody Scaltredo shares experiences in electronics. Bungalow 18 at 1:00.
Nov. 5	<u>Be the Person You Were Meant to Be.</u> Workshop to explore your potential to achieve goals. Eileen Sheff, Counselor. Bungalow 18 at 1:00.
Nov. 19	<u>Finding Your Life Work and Liking It.</u> Workshop-discussion on identifying the right career for you. Bungalow 18 at 1:00.
Nov. 26	<u>Being Male in a Woman's World.</u> Panel of men in non-traditional jobs will share experiences about challenging sex stereotypes. Faculty Dining Room at 1:00.
Dec. 3	<u>Woman Can Win.</u> Dynamic speaker - Judi Hochman. Campus Center Conference Room at 12:00.
Dec. 4	<u>Changing Sex Role Stereotypes.</u> Workshop with Jeff Cohen and Leslee Cook. MS 4 at 12:00.
Dec. 10	<u>Sex Equity Office Holiday Fest and Open House.</u> Learn about the services available to students interested in non-traditional careers. Bungalow 19 at 12:00.

SERVICES OFFERED

Counseling - Undecided about the Spring Semester?
Call Eileen Sheff - Ext. 444
Job Assistance.
Films and Speakers.
Workshops and Inservice - Call Carol Rookstool - Ext. 452

SPRING SERIES BEGINS FEBRUARY 11

SEX
EQUITY
EDUCATION
KNOW-HOW

Spring 1980



Program to reduce Sex Barriers in Vocational Education

Campus Center Conference Room at Noon on Mondays

<u>DATE</u>	<u>EVENT</u>
Feb. 25	<u>Math Anxiety Workshop, Session I</u> (12:00-2:00). (Faculty Seminar 2:00-3:00).
Mar. 3	<u>Math Anxiety Workshop, Session II</u> (12:00-2:00). (Faculty Seminar 2:00-3:00).
Mar. 10	<u>Careers for Women in Agriculture.</u> Discussion led by Merrie Ashton, Pierce College farm manager, and agriculture students.
Mar. 17	<u>Househusbands.</u> Film about the reversal of traditional male-female roles.
Mar. 24	<u>Careers for Women in the Industrial Arts.</u> Discussion of fields including drafting and welding.
Apr. 14	<u>Other Women, Other Work.</u> Film about women in traditionally male fields: truck drivers, veterinarians, pilots, carpenters, etc.
Apr. 21	<u>Careers for Women in Electronics.</u> Panel Discussion by Pierce Students; and Awards.
Apr. 28	<u>Men's Lives.</u> Film and discussion. Come and learn about the pressures of men growing up in stereotyped roles and how to deal with it.
May 5	<u>Display Booth for High School Students.</u> See us on the Mall!
May 12	<u>Sexual Harassment on the Job.</u> Come and learn about identifying and dealing with sexual harassment on the job.
May 19	<u>Careers for Women in Computer Technology.</u>
June 2	<u>New Careers for Men in Office Administration.</u>
June 9	<u>A Parting Shot.</u> Displays and demonstrations of materials developed for Project SEEK.

CAREERS FOR Women in Agriculture



March 10-12 noon to 1 pm.
Campus Center Conference Room

PANEL DISCUSSION

Mary Ashton -- Pierce Farm Manager
Janet Epstein -- Pierce Sheepdresser
Christi Rademacher -- Pierce College
Swine Herdman

Patti Ruffolo -- Pierce WRH Student
Patricia Frank -- Pierce Poultry Foreman

Video Presentation

See the unusual, exciting jobs these women have!!
Sponsored by SEEK • Call 347-0551 ext. 452 or stop by
Bungalow 19 for more information.



A PROJECT S.E.E.K.
PRODUCTION
NEW CAREERS
FOR MEN IN
OFFICE ADMINISTRATION/
WORD PROCESSING
JUNE 2, AT NOON
CAMPUS CENTER
CONFERENCE ROOM

FOR FURTHER INFORMATION
CALL PROJECT S.E.E.K. 347-0551 x452

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PRESENTS
CAREERS
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TECHNOLOGY
MAY 19, AT NOON
CAMPUS CENTER
CONFERENCE ROOM

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PLEASE USE OUR ILLUSTRATIONS!



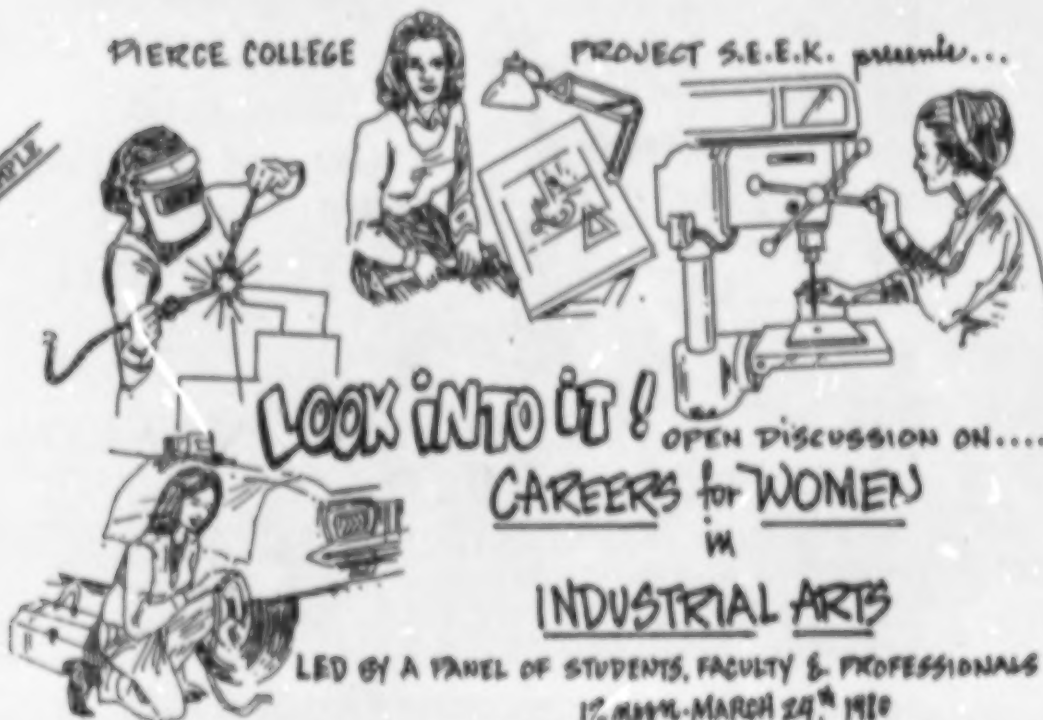
STEREOTYPES

ARE CHANGING

PIERCE COLLEGE

PROJECT S.E.E.K. presents...

EXAMPLE



LOOK INTO IT!

OPEN DISCUSSION ON....

CAREERS for WOMEN
in

INDUSTRIAL ARTS

LED BY A PANEL OF STUDENTS, FACULTY & PROFESSIONALS

12:00PM-MARCH 24th 1980

PIERCE COLLEGE CAMPUS CENTER CONFERENCE ROOM

SPONSORED BY PROJECT S.E.E.K. FOR MORE INFORMATION....

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SEX DISCRIMINATION Any action which limits or denies a person or group of persons opportunities, privileges, roles or rewards on the basis of their sex.

SEX AFFIRMATIVE Programs, policies, or procedures designed to increase opportunities for all under-represented groups in an attempt to overcome the effects of sex discrimination.

NON-TRADITIONAL OCCUPATIONS /PROGRAMS Those occupations or programs which have previously been limited to one sex or in which there is usually less than 20 percent of one sex employed or enrolled.



THE
SEX EQUITY PROJECT
PRESENTS
"A PARTING SHOT"
ONE
LAST BLOW OUT!



JUNE 9th MON.
YOU ARE CORDIALLY
INVITED.
10:00A.M. TO 3:00P.M.
CAMPUS CENTER
CONFERENCE ROOM.
DISPLAYS, REFRESHMENTS
AND
PROGRAM SUMMARY

CAROL ROOKSTOL, DIRECTOR
DON LOVE, ASSISTANT DEAN-VOC. & D.
EILEEN SHEFF, COUNSELING
LARRY HORN, INSTRUCTOR
& STAFF
ELLEN FULTON
CHRIS CHARLTON
MICHELLE MANNING

EXAMPLE

PROJECT S.E.E.K.'S
DEDICATED TO SERVING STUDENTS WHO ARE CONSIDERING NON-TRADITIONAL CLASSES IN
AGRICULTURE, COMPUTER TECHNOLOGY, ELECTRONICS, INDUSTRIAL EDUCATION & WORD PROCESSING

LOS ANGELES
PIERCE COLLEGE



Contact: Ina Geller, 347-0551, ext. 404 or 405

March 14, 1980

Careers for Women in the Industrial Arts, a free panel discussion on employment fields including auto repair, welding, drafting and automated machining, will take place Monday, March 24 at Pierce College.

The program, which will be held at noon in the Pierce College Campus Center Conference Room, 6201 Winnetka Ave., Woodland Hills, is sponsored by the college's sex equity program directed by Carol Rookstool, Canoga Park.

Panel members will include assistant professor of industrial education Marion Reid of Pacific Palisades, who teaches drafting.

For more details, contact Mrs. Rookstool at 347-0551, extension 452. Visitors to Pierce College may secure parking permits at the police headquarters inside the main entrance to campus.

-30-

ONE OF TEN LOS ANGELES COMMUNITY COLLEGES

→ SEEK

Sex Equity Education Know-how



CHECK IT AGAIN—Bonnie Maholchic, 27, takes on a new role as she measures for accuracy with a

micrometer in her machine shop. She is also a wife, mother and waitress.

Photo by Vicente S. Paradero

Waitress succeeds in machine shop

BY SALLY O'TOOLE
Roundup Staff Reporter

Being a waitress is okay but being a machinist is terrific, says Pierce student Bonnie Maholchic.

At 27 and after "taking all the other courses Pierce has to offer," Bonnie drops her three-year-old daughter off two days a week at the Child Development Center and attends advanced machine shop and numerical control classes.

"During my first lecture I thought 'Oh, my God, I will never learn this stuff.' But once I got out and on the machines, I loved it," she says.

Her husband, Bob, a mechanical engineering student at UCLA, takes care of their daughter on Monday nights while Bonnie attends a quality control class.

She continues to work three days a week as a waitress, the type of work she has done since high school.

Bob says Bonnie's career choice is "great," and that their individual career choices complement each other, enhancing their communication.

"I am interested in a lot of the things she's doing. When she tells me about who ordered a pastrami at the deli, I sort of turn off; but when she talks about a new tool in the machine shop, I am interested," he says.

The men in her classes also have

been very supportive, Bonnie says. In the beginning, however, one man commented, "I would never let my wife do something like this," she recalls.

"Now the guys are just super. They really help me out," Bonnie says, adding that she doesn't know how the men may react in industry.

But Ken Knapp, associate professor of vocational education and one of Bonnie's instructors, says that the women's high level of skills will offset any prejudice they may encounter working in industry.

"The women make sure they are capable. They know the pressures that will be put upon them so they work harder. At least, the women I have worked with are either equal to or better than the men because they try harder," Knapp says, adding that there are about 12 women in both the day and evening classes in industrial education.

Bob comments on Bonnie's minority status in the male-dominated field.

"I think she gets a kick out of being the only woman in the class; not being in a mold," he says.

"I do," Bonnie agrees, smiling.

Although she's never been active in the women's movement, Bonnie heartily recommends the high-paying field of industrial education to other women.

"I would tell any girl who wants to do it—don't hesitate. There's someone there to help you lift things and the grease washes off your hands.

"Also, there's some thinking; it's not just doing what someone tells you to do. It keeps your mind active and you're also physically active, which is great as you get a little bit of both worlds."

The grease washes off but the blue ink used on metal as a marking guide is a bit more stubborn.

"I have gone out of there with the blue ink on my hands and then had to work at night. I got a few strange looks at the restaurant," she says.

Then there was the time in the machine shop when a metal piece flew

across the room scaring Bonnie "half to death." No one was hurt.

And the time her apron got caught on an automatic-feed lever, and the table went crashing down to the floor. No one was hurt.

But these were accidents rather than the result of carelessness.

"The instructor's philosophy is 'if you think you have got it right, check it and check it again before you turn that machine on,'" she says.

The work can be dangerous; however, Bonnie says it's been "the biggest and best" change in her life.

"I never knew I had it in me," she says, "proudly showing a brass-headed, aluminum-handled hammer she made.

"I never really had been familiar with this field at all. I never even heard about it until a year ago when my brother talked to me about it. I went ahead and took the introductory class," she says.

That class was a turning point in her life.

"For the last 10 years I wondered 'what I would be when I grew up,' and I finally found it. I want to be a numerical control programmer," Bonnie Maholchic says.



Mar 17 "Househusbands," film about the reversal of traditional male-female roles. Discussion following.

April 14 "Other Women, Other Work," women in traditionally male fields: truck drivers, veterinarians, pilot, carpenters, etc...

April 28 "Men's Lives," come and learn about the pressures of men growing up in stereotyped roles and how to deal with it.

May 12 "Sexual Harassment on the the Job," come and learn about identifying and dealing with sexual harassment on the job.

May 26 "Women: Question of Self-Concept," come and learn about how women are examining the question of how-low-self-esteem is a hindrance to life choices.

12 noon

Pierce College Campus Center Conference Room....

Sex Equity Project

347-0551, ext. 452

Sex Equity Education Know-how

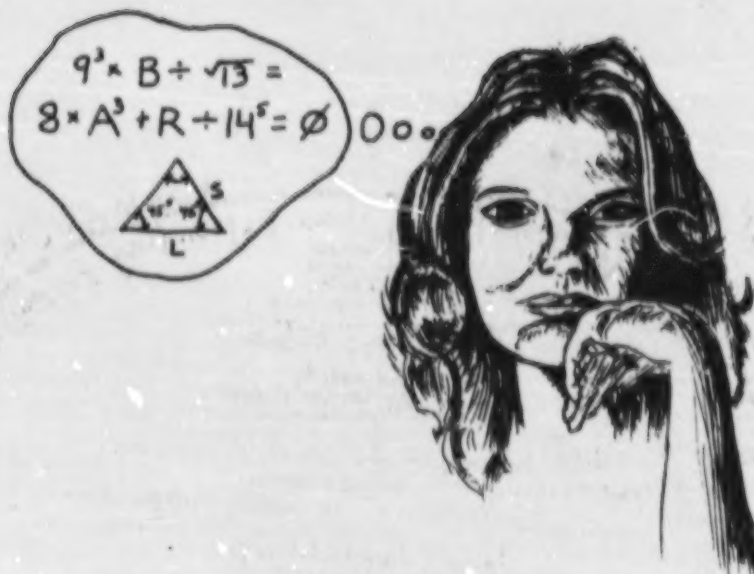
SEEK →

EXAMPLE



... in the Campus Center Conference Room

SPONSORED BY
Project S.E.E.K.
EXTENSION 452 BUNGALOW 19
PIERCE COLLEGE



-Release-

Math Anxiety Workshops

Does math make you a nervous wreck? Do the words subtraction, multiplication and division make you climb walls? Then what you may have is not a natural inability to solve math problems, but rather a psychological block which experts call math anxiety. Overcoming this math block could be a tremendous step toward getting a good job in the future.

Pierce College will be holding math anxiety workshops Feb. 25 and March 3 in the Campus Center from 12 noon to 2:00. The workshops are designed to help people cope with their deepest, darkest fears about math. Students and faculty are invited to join David Ostroff, Asst. Professor of Mathematics, CSUN, for these active-learning experiences. You can get more information about these Math Anxiety workshops by calling the Sex Equity Office at Pierce College, 347-0551 Ext. 452.

Part I - February 25 and March 3, 1980 Part I
(Part 2) 12 noon-2pm Active Learning
(Part II) 2-3pm Teaching Strategies Seminar

Special Interest Workshops for
Students + Math Educators

Call for more information 347-0551 x452

These two workshop series are designed to identify psychological barriers to learning math. Strategies for success will be taught.

(Note) Limited Space - Registration Recommended.



Return to Project SEBK / L.A. Pierce College
6201 Winnetha Avenue, Woodland Hills, Ca. 91371
(or Bungalow 19 on Campus)

Name _____
Address _____
City _____ zip _____

Student ☐
Tutor ☐
Instructor ☐

BEST COPY AVAILABLE

LOS ANGELES PIERCE COLLEGE NEWS

Contact: Ina Geller, 347-0551, ext. 404 or 405

April 28, 1980

Identifying and dealing with "Sexual Harassment on the Job" will be the subject of a film and discussion at Pierce College Monday, May 12.

The free program will take place at noon in the Campus Center Conference Room, 6201 Winnetka Ave., Woodland Hills. Methods for dealing with sexual harassment on a one-to-one basis or through legal channels will be discussed, said Eileen Sheff, Pierce College counselor and program coordinator. The event is sponsored by the college's sex equity program. For more information, call 347-0551, extension 452. Visitors to Pierce College may secure parking permits at the police headquarters inside the Winnetka Avenue entrance to campus.

-30-

ONE OF TEN LOS ANGELES COMMUNITY COLLEGES

93 KHJ

5515 MELROSE AVENUE
HOLLYWOOD, CALIFORNIA 90038
(213) 462-2133

MAY 3, 1980

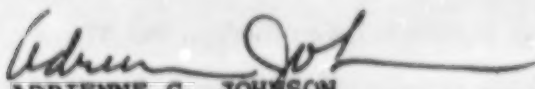
LOS ANGELES PIERCE COLLEGE
6201 WINNETKA AVENUE
WOODLAND HILLS, CA

PLEASE BE ADVISED THAT A SCHEDULE OF PUBLIC SERVICE
ANNOUNCEMENTS WILL BE BROADCAST IN BEHALF OF THE
SEXUAL HARASSMENT ON THE JOB SEMINAR

ON KHJ-AM DURING THE WEEK OF MAY 3, 1980.

WE ARE PLEASED TO BE OF SERVICE TO YOUR ORGANIZATION,
AND THANK YOU FOR YOUR INTEREST IN KHJ PUBLIC SERVICE.

SINCERELY,


ADRIENNE G. JOHNSON
PUBLIC SERVICE COORDINATOR

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EXAMPLE
(Reduced for Publication)



SEXUAL HARASSMENT On the job

LEARN HOW TO IDENTIFY & DEAL WITH IT!

MAY 12, 1980
at noon

Pierce College Campus Center Conf. Room

SPONSORED BY
PROJECT S.E.E.K.

BUNGALOW 19 - PHONE 347-0551 X 452

RESOURCES FOR DEALING WITH SEXUAL HARASSMENT

OFF CAMPUS: Employment Related

FOR

COUNSELING: Family Service of L.A. (Valley Office) 785-8861
sliding scale based on ability to pay and number
in family, all forms of family counseling with
licensed counselors. Hours: Mon & Wed 8:30-8:30,
Tue, Thur, Fri, 8:30-5.

Family Counseling Center (Valley Offices) 780-2043
(24-hr. ans. serv.) sliding scale based on ability
to pay and number in family, all forms of family
counseling, primarily licensed counselors but some
interns. Hours: 8:30-8:30 M-Thur., 8:30-5 Fri.

FOR

COMPLAINTS: Fair Employment Practices Commission: 620-2610
Handicapped

Equal Employment Opportunity Commission: 688-3400
Hiring Practices
Employment Practices

ON CAMPUS: School and/or job related

FOR

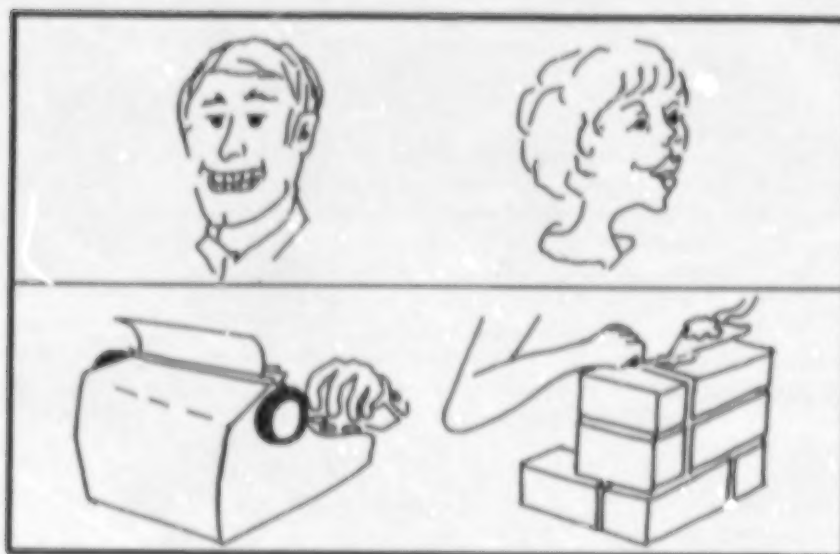
COUNSELING: Los Angeles Pierce College Health Center
Contact: Marcella McCarthy/College Nurse
appointment preferred - no charge
8:00 - 3:30 M-F, 347-0551 ext. 422 or 423
Crisis Counseling

FOR

COMPLAINTS: Dr. Herbert Ravetch/President, ext.201
OR
Dr. Norman Chapman/Dean of Instruction, ext. 226
OR
An instructor of the students choice

CHANGING

SEX ROLE STEREOTYPES
COULD YOU??



LEAD BY: JEFF COHEN & LESLEE COOK
TUESDAY, DECEMBER 4TH.
12-1 P.M. SOCIAL SCIENCE 4

SPONSORED BY THE COUNSELING OFFICE
CONCEPT BY: BUFFINGTON



The battle of the sexes has been going on since time began, but if Carol Rookstool, director of the Sex Equity Project, and Robert Munsey, chairman of the Industrial Education Dept., have their way, a truce will be called.

One way they will help students is through the Sex Equity Project.

"The project is designed to break down sex barriers associated with male or female careers so that students have the opportunity to enter the occupation of their choice," Rookstool said.

"We want to help the individual choose a vocational program because of ability and interest in that field, rather than sex," she said.

Although Brookstool said she doesn't want students in the program to be labeled "different," she did say the project would be run in a different way than most.

"We're open to ideas the students come up with. It's one of the times in education that students can provide input to shape a program," she said.

"The students can go on field trips to prospective jobs, or we can invite

the employers to the campus. "We could possibly show films or even make video tapes relating to different jobs—we're open to ideas; the sky is the limit," she said.

One avenue of input into the project takes the form of weekly meetings held by Counselor Eileen Sheff.

Although a specific topic is discussed each week, the meetings are informal and can include whatever is on a student's mind that day. Students can attend on a weekly basis or drop in whenever they choose, Rookstool said.

Students, however, cannot make a career choice unless a variety of options exist. That is where the Industrial Education Dept. comes in.

"There is an abundance of jobs that we can, in no way, presently supply enough applicants for," Munsey said. "Any qualified person can get a job, and in many of our courses students are employable after one or two semesters."

"In our department sex equity is an idea we've been pushing for several years," Munsey said. "A person is a person—what we're interested in is a student who wants to cover the subject matter."

Both the Industrial Education Dept. and the Sex Equity Program say they welcome anybody, but it is imperative that a line of communication be set up among the community, staff, students and faculty.



EXAMPLE

Horizon is a publication of the Vocational Education Program under the leadership of Don Love, assistant dean of instruction, and is produced by the Pierce College Journalism 20 class.

This publication is intended to give an overview of the college's vocational education programs and student services.

"We have to actively solicit the community for input and experiences it can share with us," Rookstool said. "We need information from students as to what problems they encounter in their non-traditional classes.

Although students in non-traditional classes are generally accepted at Pierce, they can still meet barriers in the community. Some barriers the students confront, however, are created by the students themselves.

"The problem is in the minds of those students who are not in the program," Munsey said. They just aren't aware that instruction starts at zero.

"Half of the students in any of the Industrial Education classes have no previous training in that field—women and men have an equal opportunity in our classes," he said.

"Sex Equity is something that has to grow. As men and women participate in the program, more and more will follow," Munsey said.

Being a woman in fact, has become



more of an advantage than a disadvantage due to government regulations. Employers are looking for women.

The Pierce Sex Equity Project is a model, the only one of its kind in the state. What proves to be successful at Pierce will be recommended to other colleges.

The way the Project will judge its success is by how it help students cope with being the only man or woman in a course or profession.

"What does it take for students to be comfortable in a non-traditional role? How do they choose, get and

stay in that kind of job? Those are questions we want to help students answer," Rookstool said.

"We want to heighten student awareness of the options available to them, and employers are interested in Pierce graduates," she said.

"And the Industrial Education Dept. is quite concerned with sex equity and getting women into their programs," she said.

Munsey agreed with Rookstool and emphasized her point.

"We hate to see our facilities not being used by women." □

William Youngner, student nurse (opposite page), practices taking blood pressure readings. Dance students Doug Bernard and Vicki Levich practice during class.

Photos by Paul O'Neill

EXAMPLE

Recruitment Letter

Project S.E.E.R. is looking for you!

SEX EQUITY EDUCATION KNOW-HOW

There is a new program for students

PIERCE COLLEGE

Sex Equity Office: 347-8551 Ext. 453

SEX EQUITY means a new world of job opportunities!



We want to find the MEN and WOMEN who are interested in exploring NON-TRADITIONAL occupations. We need your ideas and we have some support services to help you succeed. Some of the activities will be speakers, counseling, tutoring, job referrals, rap groups and career information. The goal is YOUR SUCCESS.

Do you want to do something DIFFERENT with your life?

Would you like your college classes to PAY OFF IN DOLLARS\$000000\$

Do you think it would be exciting to work in a job that is usually offered to the opposite sex? WHAT WOULD IT TAKE TO GET THAT KIND OF JOB?

Would you like a NON-TRADITIONAL career?

Is JOB SATISFACTION important to you?

What is required to change occupations?

Would you like to challenge some of the BARRIERS to rewarding jobs?

.. Leave your name, address and phone number. You will be placed on our mailing list.

(Tear off and return to a Counselor or to the Sex Equity Office - Bungalow 19)

Name _____ Date of Birth _____
 Address _____ Social Security # _____
 City _____ Zip Code _____ Phone _____

EXAMPLE



Project SEEK
Sex Equity Education Know-how
Los Angeles Community College District
PIERCE COLLEGE

Telephone: 347-0551
Ext. 453
SEX EQUITY OFFICE:
Bungalow 19

October 3, 1979

Dear Student:

Have you dreamed of having a career that is unique, non-traditional and rewarding? Project S.E.E.K. is looking for you. (Sex Equity Education Know-how).

This letter is to invite you to participate in a new program at Pierce College for men and women who want to explore careers that are non-traditional for their sex.

Two special events are planned to help you get acquainted with the new project.

*Open House October 23 Thursday 12:00-2:00
Campus Center Conference Room
Premiere of "Sixty Minutes"
Hilarious new film!

*Weekly Rap Every Monday (starting October 15)
1:00-3:00 Bungalow 18
"The Sky's the Limit"

Yes! Women can excel in Computer Science, Welding, Agriculture and many other classes at Pierce College.

Yes! Men can succeed in enewow, word processing, or other areas of the business world.

Support services, field trips, counseling, workshops, films and special events will be provided for students who want to find out about unique careers. We need to know if you are interested!
Call us for more information or for individual counseling appointments.

Carol Bookstool, Director
347-0551 Ext. 453

Hileen Shaff, Counselor
347-0551 Ext. 444

----- Take off and return in the envelope enclosed -----

(Sounds interesting! Put me on your newsletter mailing list. Free.)

NAME: _____ S.S. #: _____
ADDRESS: _____ BIRTHDATE: _____
CITY & ZIP CODE: _____ PHONE: _____

----- 6201 WINNETKA AVENUE • WOODLAND HILLS, CALIFORNIA 91371 • TEL. 347-0551 -----



Los Angeles Community College District

PIERCE COLLEGE

January, 1980

EXAMPLE

Department-specific Recruitment Letter

Dear Electronics Student:

Our records indicate that you are presently participating successfully in the Electronics Technology program at Los Angeles Pierce College.

Enclosed is a brochure which describes the beginning classes in your course of study. We hope you will give this information to friends, so that they may also participate in the most rapidly expanding field of technology today.

If I can be of any assistance to you in your course of study or in providing information for your friends and associates, please call me Tuesdays or Thursdays, 9:00 a.m. to 12:00 noon, 347-0551, extension 410.

Sincerely,

W. L. Shaw
Chairman
Electronics Department

enclosure

EXAMPLES

ADAPTATION OF CONCEPTS

HAVE FUN. LEARN A TRADE. LEARN A SKILL

PIERCE COLLEGE
Project S.E.E.K.

Careers for Men & Women!

LOOK INTO SIX-WEEK COURSE

COMMUNITY SERVICES CLASSES

SMALL FEE • CALL 347-0551 X 546
MORNING CLASSES 9-12 PM • NIGHT CLASSES 7 PM - 10 PM.



HAVE FUN. LEARN A TRADE. LEARN A SKILL. HAVE FUN

HAVE FUN. LEARN A TRADE. LEARN A SKILL. HAVE FUN

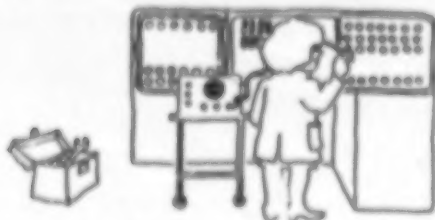
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NOT FOR MEN ONLY

WOMEN HELP YOURSELF TO A JOB
WITH EXCELLENT PAY AND
A GREAT FUTURE

COMPUTER TECHNOLOGY

Meet a computer system face to face - ENROLL IN



COMPUTER TECHNOLOGY 12:
Computer Fundamentals (UC:CSU)

4 UNITS

OPEN TO ALL STUDENTS - NO PREREQUISITES

*For more information
or to tour the Computer Center
call Professor Wm. Carr, Department Chairman
663-9141, Ext. 359*

LOS ANGELES CITY COLLEGE

855 North Vermont Avenue / Los Angeles, CA 90029

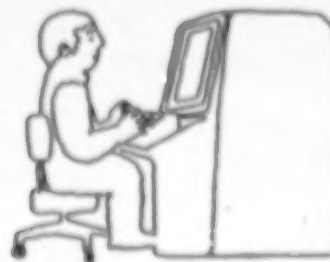
262

NOT FOR WOMEN ONLY

NOW MEN ARE CONSIDERING THE

WORD PROCESSING PROGRAM

PLENTY OF JOBS • GET PLUGGED IN AND GO



LEARN ABOUT THIS EXCITING PROFESSION
BY ENROLLING IN

OFFICE ADMINISTRATION 39
Automated Typewriting

DAY AND EVENING CLASSES

*For information call Professor VI Kendall
663-9141, Ext. 334*

LOS ANGELES CITY COLLEGE

855 North Vermont Avenue / Los Angeles, CA 90029

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